

Assessments

Students will participate in informational pencil and paper assessments beginning the third week of school. Students will also be given the STAR testing in math and reading. Additionally, the students will participate in the Lexia Core 5 Assessment. The test will be available in Spanish, and it will be adapted in terms of time and learning level for differently abled students. Instruction will be based upon formative assessments.

The teachers will utilize Lexia Core 5, which provides instructional grouping (within the stable group of students) along with support and materials to meet the individual needs of students. The STAR testing also provides diagnostic instruction. Grouping and pacing of instruction will be dictated by the needs of students. The Response to Intervention teacher will be providing intervention plans and lessons (possibly via Google Meets) as needed. The Special educators will be involved in the planning and scheduling of students (again, possibly via /Google Meets). The technology teacher will work with core teachers to provide quality instruction with regard to social distancing. Students will be using their individually assigned devices.

Families, students, and staff participated in surveys that reflected their experience of distance learning. The feedback is being used to create new schedules that better reflect the individual needs of students. The new schedules are designed to foster a balance of instruction time, skills practice, student engagement and teacher-student connections. Zoom/Google Meets classes will reflect that balance. *Example: The reading period for grade 3 will consist of a twenty minute instructional period, a break in Google Meets (work period for students) and a follow-up Google Meets lesson.* For middle school, classes will start earlier and follow more closely with the in-person learning. The changes are reflected in the -in-person partial learning and the total distance learning program. To produce the optimal benefit from distance learning, students will be given clear expectations for their conduct and responsibilities.

Social Emotional and Mental Health Support

B. Barbara Hayes, the emotional /social support teacher, will be the liaison who will work with the school, the RI department of Health and community partners.

The plan is to decrease two positions in the middle school (due to enrollment) and increase by two positions in grades 4 and 5 to enable us to social distance. The funds from ESSA and GEER will pay for cleaning supplies and materials, technology for students and staff, online learning programs and materials. The funds will also be used to finance a nurse or CNA for the school to help carry out the guidelines provided by the RIDOH. A building substitute will be available to fill in for teachers.

Faculty and Staff will be provided with the web address RICOVID-19 Information and the health and support tab. Resources will be available to faculty/staff members information online site as well as on the website. This will be discussed at professional development as well as the faculty meetings. The planning committee for re-opening the school will be instrumental in this process.

Family Engagement

U. Through in-person meetings on an individual basis and group all of the reopening policies and procedures will be discussed and finalized. Staff will be asked what they expect, their fears, their suggestions on how we can best provide a quality educational program as well as staying safe and healthy. Parent meetings given social distancing and following CDC guidelines will provide information and guidance on providing a safe opening that parents, students and staff are comfortable with.

Key Takeaways :

Arrival procedure must be staggered and strictly enforced.
Enforcing staff and students staying home when they are sick.
Keeping stable groups and minimizing contact without social distancing.
Do students have to wear masks all day?
Parents want access and input in the planning of reopening.
Instruction time will be evaluated.