Mount Pleasant Academy

School Year Plans

2020-2021

THIS PLAN TAKES EFFECT UPON STUDENTS' RETURN TO THE BUILDING AFTER FLOOD DAMAGES HAVE BEEN REPAIRED. EFFECTIVE 9/4/20, ALL MPA STUDENTS BEGAN DISTANCE LEARNING.
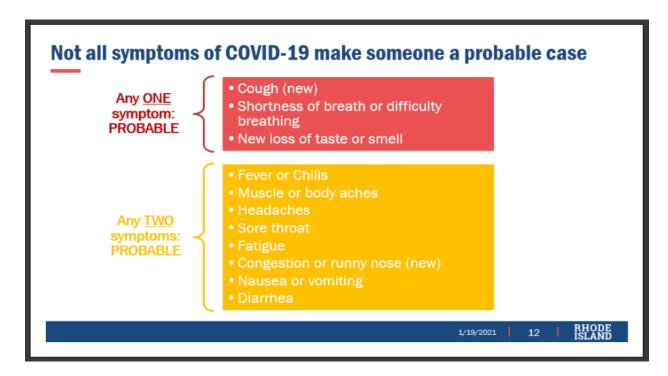
Introduction

   As Mount Pleasant Academy plans its opening for the new school year on September 4, 2020, in light of the worldwide COVID19 pandemic, we have prepared three alternative opening plans. Each plan is dependent upon the state of public health in Rhode Island at the time, and the rate at which the virus is spreading within local communities (or not). Our three alternatives are: 1) full services in the building for all students 2) a blended program, with students either attending live in the building or via virtual learning; and 3) all students engaging in virtual learning. Regardless of the plan, the needs of all students will be met by the program, by providing them with the ongoing structure and services they require and are described in their IEPs or 504 plans.

FULL SERVICES, BUILDING_BASED

Program Design

   MPA re-opened for its ESY program after 12 weeks of Virtual Learning on June 29, 2020, with almost half of its student population returning to the building (the other half remained in virtual learning). This allowed us the real-time experience operating a school under new, strict guidelines from the national Center for Disease Control, and the RI Department of Health.

Starting the Day: No student or staff member should attend school if s/he is feeling sick or presenting with COVID symptoms (these include, but are not limited to cough, shortness of breath or difficulty breathing. fever, chills, muscle pain, sore throat, and new loss of taste or smell. Parents will be informed of this policy and urged to keep a child home if they are ill or presenting symptoms. This will be emphasized in the **Parental Consent Form (*Appendix A*)**, which each parent will need to sign prior to their child being able to return to school live.

Not all symptoms of COVID-19 make someone a probable case

Any ONE symptom: PROBABLE
- Cough (new)
- Shortness of breath or difficulty breathing
- New loss of taste or smell

Any TWO symptoms: PROBABLE
- Fever or Chills
- Muscle or body aches
- Headaches
- Sore throat
- Fatigue
- Congestion or runny nose (new)
- Nausea or vomiting
- Diarrhea

1/19/2021 | 12 | RHODE ISLAND

Transportation to School: Most students will be transported via Statewide busing or the local LEA's busing. A few will travel with their parents. Transportation companies will develop and distribute their protocols for maintaining social distance on the buses, wearing masks, ensuring that sick children do not board the bus, etc. **The expectation is that students will wear masks when on the school bus.**

   Students who are transported to and from school by their parents will be dropped off in the rear parking lot of the school and met by an MPA staff member. Parents are asked NOT to leave their car or enter the building to sign the child in/out of the program.

Arrival:

   Upon arrival, students will be brought into the school building in a "staggered" fashion (e.g., one bus emptied at a time, students kept 6 feet apart in line to enter the building). The school nurse will screen each child when they enter the building. Screening will include a verbal review of symptoms with the child, as well as a temperature screen to assess for fever. Upon successful screen, the child may enter the classroom. **Children will not be allowed to bring backpacks, blankets, stuffed animals, or plastic bags into the building.** Lunchboxes/bags will be permitted and will be kept in the child's individual locker/cubby space.

If a child registers a fever, presents with symptoms or complains of symptoms, they will be escorted to the isolation room set up for this specific purpose. This area is away from classrooms and not along the regular route of travel for students going to their classrooms. The child's parents will be contacted and expected to pick up their child. If the child is exhibiting symptoms of a probable case, a testing appointment should be made ASAP. Depending upon the result, the protocols for returning to school follows on the next page.

Clearance protocols for children and staff members to return to class

Symptom	Will be Tested?*
Cough (new)	Yes
Shortness of breath or difficulty breathing	Yes
New loss of taste or smell	Yes
Fever (temperature higher than 100.4° or feels feverish to the touch) or Chills	Yes, if two or more of these symptoms
Muscle or body aches	
Headache	
Sore throat	
Fatigue	No, if only one of these symptoms
Congestion or runny nose (new)	
Nausea or vomiting	
Diarrhea	

*If the PCR test is negative, person can return when fever free for 24 hours and symptoms improved (back to usual health).
If the rapid or PCR test is positive, person must isolate and can return when CDC guidance for release from isolation is met.

1/19/2021 | 26 | RHODE ISLAND

MPA Staff Members:

 All MPA staff members are required to present with a negative COVID19 test result taken within 2 weeks of returning to school.
 All MPA staff members will participate in daily health screening upon arrival with the school nurse or designee (e.g. temperature screening and symptom-checking).

- Staff members will be required to stay home if they are sick/presenting with COVID symptoms.
- Should a staff member become sick during the school day, they will be instructed to leave the building and go home; if they are unable to do so, they will be instructed to confine themselves to the isolation area until they can be safely transported home or to a healthcare facility.
- We will close off areas used by a sick person and will not re-use them before cleaning and disinfection. We will try to wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours is, we will wait as long as possible.
- Any staff member who cannot come to work due to illness, or is sent home due to illness will be advised not to return until they have met CDC criteria to discontinue home isolation, or present evidence of a negative COVID test result.
- MPA will inform those who have had close contact to a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, they will follow appropriate CDC guidance for home isolation.

- All MPA staff members will be required to wear a mask or cloth covering at all times unless not feasible due to a specific activity, or able to consistently main a 6-foot distance from other staff members and students. MPA will provide each staff member with a reusable cloth mask.

The LIVE School Day:

- Classrooms will be arranged so that students' desks are 3 feet apart from each other, and 3 feet away from the teachers' desks. Student desks will not face each other.
- Under Phase Three of *Reopening RI*, RI DOH defines "Stable groups" as up to 30 individuals. Each floor of MPA will be its own stable group, which would include at most 18 students and 8-10 staff members. This grouping will remain stable, meaning that the same students and staff members will remain in the group (e.g., students will not travel from class to class or cross with various adults outside of the group during the day if possible). Stable group size will not exceed 30.
- Under Phase Three of *Reopening RI*, we will not participate in any whole-school off-ground field trips. Classes *may* attend a field trip off-grounds if the site has proper safety protocols in place and there are no other groups there when MPA students are there.
- Playground Use: The playground adjacent to MPA may be used by our students during the school day, provided there are no other groups of students (from other schools) there. MPA stable groups will alternate their use of the playground so that only one stable group is there at a time.
- Any activities not held in the classrooms would be conducted according to social distancing (children 3 feet apart) and still only for the stable groups. Common areas used for out-of-classroom activities would be cleaned/disinfected prior to another group using the area.
- Nonessential visitors, volunteers, and guests will be discouraged from entering the building during the school day.   Any adult that must enter the building will be required to wear a mask or cloth facial covering, aver that they are not presenting with any COVID-related symptoms, and clean their hands upon entry.
- Students will be taught and reinforced in proper procedures for washing hands and covering coughs and sneezes
- Children will be required to wear facial masks on the school bus, and when in the classrooms, hallways or other common areas in the building during the day.   We recognize that some of our students have significant sensory issues, and requiring the wearing of masks by them may be challenging due to those issues or their young age.   We will make accommodations as best we can, but mask-wearing is expected of all students. MPA will provide each student with a reusable cloth mask, but we do expect that families will also provide their children with appropriate mask/face covering. Proper care/cleaning of the mask will be reviewed. Students may remove their masks for eating/drinking, when at Physical Education, at outdoor recess, and other designated times during the day.
- Psychiatric Services: Students who meet regularly with the MPA psychiatrist on site will continue doing do, using proper social distancing. Parents will continue to attend those review meetings, but will do so virtually until further notice.
- Testing: Some students will be required to participate in educational, psychological, or speech/language assessments as part of their MPA placement. We recognize that in some circumstances, the use of a mask makes testing participation difficult and often frustrating. We

have designed a portable Plexiglas shield to place between the tester and the testee to use when engaged in formal assessments.

- MPA Meals:
  - o All meals will be served and eaten in the classrooms with the stable group
  - o All MPA-provided meals will be individually served and wrapped
  - o Vendors delivering food to MPA will be required to leave the food at the front desk. MPA Staff will transport the food to the warming ovens or refrigerator as needed, and then distribute to the classrooms at meal time.

Student Behavioral Issues:

  By their placement at MPA, we recognize that many of our students may present with challenging behaviors during the school day. As we have done since 2001, **Live MPA** will continue targeting student-specific behaviors through a positively-based behavior management system where desired behaviors are rewarded through token economy and various levels of privileges and rewards. Students are taught, through individual and group therapy, as well as the therapeutic milieu, how to identify their feelings and take proactive measures in order to avoid disruptive or off-task behavior. Some of these include sensory activities or voluntary use of quiet spaces or the Opportunity Rooms.

  At times, use of the token economy system and other de-escalation techniques may not be adequate to prevent a child from escalating to the point where they present an imminent threat of harm to others or to themselves. In such a case, as is our protocol, staff member may need to use *Handle With Care* techniques, and physically hold a child to maintain safety. As always, this type of intervention is documented and communicated to the parent. However, given the increased level of risk during the COVID pandemic, hands-on contact is strongly discouraged unless absolutely necessary to maintain physical safety. MPA staff members will be encouraged to wear PPE gowns if required to hold a child to maintain physical safety, if the situation allows. Therefore, if a child requires physical restraint more than once during a 5-schoolday period, they will be required to revert to **Virtual MPA** for a period of 10 school days before they are allowed back to **Live MPA**. Likewise, if a child engages in deliberate behavior that increases the risk of COVID spread (e.g., spitting at an individual, continuously refusing to adhere to social distancing, etc.), the child will be contained for the day until his/her parent can transport him/her home, and then will be required to attend **Virtual MPA** for a period of 10 school days before returning to **Live MPA**.

The School Environment:

  In order to reduce the risk of infection within the MPA building, we will implement the following protocols:

- We will have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, and tissues.
- As part of our renovations, all classrooms will have handwashing facilities within the room.

- We will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

- We will clean, sanitize, and disinfect frequently touched surfaces (for example, door handles, sink handles, light switches, computer keyboards) multiple times per day and shared objects between use.

- We have designated one stairwell for going up, and the other for going down.

- The elevator is limited to 2 individuals at any one time, and both must wear masks.

- We will avoid use of items (for example, soft or plush toys, blankets, etc.) that are not easily cleaned, sanitized, or disinfected.

- We will ensure that our ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors. As part of our renovation, we are installing ceiling fans in all classrooms to circulate air. We will not open windows and doors if doing so poses a safety or health risk (for example, allowing pollens in or exacerbating asthma symptoms) to children using the facility.

- At the end of each business day, the maintenance staff will thoroughly clean the building, disinfecting items as mentioned above in addition to all bathrooms, Opportunity Rooms, stairwell railings, copy machine keypads, kitchen and elevator, emptying trash, vacuuming all rooms, and other standard janitorial and cleaning protocols.

General:

   If we become aware of a student or MPA staff member testing positive for COVID-19, we will notify all close contacts, without identifying the specific individual, as well as RIDOH. That employee will be required to quarantine at home for 10 days and be symptom free before returning to school. If that staff member was part of a stable group, that portion of the group (classroom) will be required to become virtual for a period of 10 days. All close contacts of an infected individual are urged to get tested. We will monitor absentee trends of students and employees, and if a trend suggests a contagion, we will close **Live MPA** and continue with **Virtual MPA** for the next 10 calendar days.

 Students or staff members returning from out-of-state, from an area designated as a COVID "hot spot" will be required to quarantine for 14 days prior and monitor for symptoms before returning to MPA. As an exception, you may provide proof of a negative COVID-19 test taken 72 hours prior to your arrival. Travelers who have a negative test during quarantine may return to MPA.
Students or staff who have travelled internationally must quarantine for 14 days. You may not test out of quarantine after international travel.

Students or staff members who have been exposed to someone in their household who has tested positive for COVID19 will be required to quarantine at home for 10 days prior to returning to MPA. All household contacts of an infected person should get tested on day 5 after last exposure to the infected person. If you are unable to maintain distance from your infected household member, you must start quarantine once the infected person's symptoms have ended and continue for 10 days.

 All MPA staff members will be required to present proof of negative COVID19 test result in order to be allowed back in the building for the first day of school.

Communication with families and staff members will be via phone or email.

Dismissal

Buses will be called one at a time, and students will maintain social distancing as they leave the building and board the afternoon bus. Students must wear their mask on the bus, and follow the bus staff's social distancing protocols.

PARALLEL SERVICES, BUILDING_BASED & VIRTUAL

Program Design

MPA re-opened for its ESY program after 12 weeks of Virtual Learning on June 29, 2020, with almost half of its student population returning to the building (the other half remained in virtual learning). This allowed us the real-time experience operating a school under new, strict guidelines from the national Center for Disease Control, and the RI Department of Health. Having gained significant experience over the past 20 weeks providing virtual academic, psychotherapeutic, physical education, and speech/language services via an on-line platform; and recognizing that parents will have varying levels of comfort in having their children return to any public building, MPA may offer a **Parallel School Services** option**,** with the same content that is delivered in our Chalkstone Avenue classrooms being streamed into students' at-home computers. In this manner, all MPA students may participate in and benefit from the program, regardless of whether they are in the building or at home.

Parents may opt for Live or Virtual MPA prior to the start of the school year. During the course of the trimester, they may opt to move their child from LIVE to VIRTUAL once during the trimester. **However, moving the child from Virtual to Live is *not* an option for the remainder of the trimester**.

VIRTUAL MPA: Keeping with the Google Classroom platform with which our students and staff have become very familiar, students whose parents choose this option will be able to log-in each morning for 3.5 hours to participate in the real-time lessons, services, and activities of the Chalkstone Avenue building, including core academics, group therapy, PE, speech/language (if in the IEP), psychiatric consult, art, and other activities. Any activities or lessons that require physical materials will also be offered to students participating virtually, with those materials being sent to the child's home in time for the activity. See page 27.

LIVE MPA: Students whose parents opt for the Live MPA program will be on site at MPA for 5-6 hours daily. The format of Live MPA is described on pages 1-5 of this document.

Tentative Schedule

Virtual MPA: Monday – Friday, 9:20 – 1:20 PM (starting 9/4/20)

LIVE MPA: Monday – Friday, 8:30 – 2:20 PM (starting 9/4/20)

MPA Professional Development Days*: All students will participate VIRTUALLY

If MPA is closed due to snow/inclement weather, all students will participate virtually

*Consult the 2020-2021 MPA Calendar

LIMITED IN-PERSON, VIRTUAL MPA

Program Design: Please see the MPA Virtual Learning plan, attached (p. 27).

Provide Assurance	Submit Evidence	Health and Safety (COVID-19 Control Plan)
		Face masks and coverings
X		a. *Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.*
X		b. *Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).*
X		c. *Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).*
X		d. *Implement other procedures, as needed.*
		Social distancing and organizing personnel
	X (pp 3-4)	e. *Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into "pods" or "stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming if applicable.*
X		f. *Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published*

		on gathering sizes and gathering size restrictions outlined in active executive orders.
X		g. Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).
X		h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
X		i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.
x		j. Implement other procedures, as needed.
Responding to a positive case or outbreak		
X		k. Develop a COVID-19 sick policy and communicate it to staff, students, and families.
	X (school nurse Amy Carroll)	l. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE.
X		m. Prepare the NPSE school to respond to a positive case or outbreak in a school building or central office. Examples include: - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case - Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, "stable group" or "pod" in which a positive case is located. - Closing a portion or entirety of the workspace for a thorough cleaning
	X (p. 5)	n. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		o. Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.
	X (pp 1-3)	p. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your school's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH's Community Mitigation Team.
		q. Implement other procedures, as needed
Communication with staff and students		
X		r. Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.
X		s. Post signs or posters describing the school's rules for wearing of masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.

	X (p. 4)	*t. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.*
X		*u. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.*
X		*v. Discuss with or distribute information to staff and students about how the NPSE school will address staff, student, or family concerns.*
X		*w. Implement other procedures, as needed.*
Cleaning and decontamination		
X		*x. Instruct staff and students to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially before they enter and exit a classroom, prior to any mealtimes, and after using the restroom.*
X		*y. Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)*
X		*z. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.*
X		*aa. Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.*
X		*bb. Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.*
X		*cc. Implement other procedures, as needed.*
Industry specific guidance and updates		
X		*dd. Identify and review guidance specific to education and childcare on www.reopeningri.com/.*
X		*ee. Consult www.reopeningri.com/, the RIDOH website, and the Governor's Executive Orders on a weekly basis or whenever notified of the availability of new guidance*

Health and Safety Plan

ASSURANCES:

Instructions: Provide assurances by marking an "X" in each box next to each item to demonstrate that you have incorporated it into your reopening plan.

x	*Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.*
x	*Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).*
x	*Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).*
x	*Adjust policies for meeting area, dinning/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.*
x	*Designate 6' spacing and other social distance policies in high traffic areas (hallways, etc.).*
x	*Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.*
x	*Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.*
x	*Develop a COVID-19 sick policy and communicate it to staff, students, and families.*
x	*Prepare the NPSE school to respond to a positive case or outbreak in a school building or central office.*
x	*Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.*
x	*Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.*
x	*Post signs or posters describing the school's rules for wearing of masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.*
x	*Communicate information to staff, students, and families in their preferred language or easiest mode of communication.*
x	*Discuss with or distribute information to staff and students about how the school will address staff, student, or family concerns.*
x	*Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)*
x	*Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.*
x	*Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.*

x	*Identify and review guidance specific to education and childcare on www.reopeningri.com/.*

EVIDENCE:

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into "pods" or "stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.

- Classrooms will be arranged so that students' desks are 6 feet apart from each other, and 6 feet away from the teachers' desks. Student desks will not face each other.
- Under Phase Three of *Reopening RI*, RI DOH defines "Stable groups" as up to 30 individuals. Each floor of MPA will be its own stable group, which would include at most 18 students and 8-10 staff members. This grouping will remain stable, meaning that the same students and staff members will remain in the group (e.g., students will not travel from class to class or cross with various adults outside of the group during the day if possible). Stable group size will not exceed 30.
- Under Phase Three of *Reopening RI*, we will not participate in any whole-school off-ground field trips. Classes *may* attend a field trip off-grounds if the site has proper safety protocols in place and there are no other groups there when MPA students are there.
- Playground Use: The playground adjacent to MPA may be used by our students during the school day, provided there are no other groups of students (from other schools) there. MPA stable groups will alternate their use of the playground so that only one stable group is there at a time.
- Any activities not held in the classrooms would be conducted according to social distancing (children 6 feet apart) and still only for the stable groups. Common areas used for out-of-classroom activities would be cleaned/disinfected prior to another group using the area.
- Nonessential visitors, volunteers, and guests will be discouraged from entering the building during the school day.   Any adult that must enter the building will be required to wear a mask or cloth facial covering, aver that they are not presenting with any COVID-related symptoms, and clean their hands upon entry.
- Students will be taught and reinforced in proper procedures for washing hands and covering coughs and sneezes
- Children will be required to wear facial masks on the school bus, and when in the hallways or other common areas in the building during the day. Within the classroom, use of facemasks will be encouraged, but not mandated as long as students remain in stable groups and can adhere to social

distancing.   We recognize that many of our students have significant sensory issues, and requiring the wearing of masks by them is simply not feasible due to those issues or their young age.   Those who cannot wear masks must adhere to social distancing. MPA will provide each student with a reusable cloth mask. Proper care/cleaning of the mask will be reviewed.

- Psychiatric Services: Students who meet regularly with the MPA psychiatrist on site will continue doing do, using proper social distancing. Parents will continue to attend those review meetings, but will do so virtually, however, until further notice.
- Testing: Some students will be required to participate in educational, psychological, or speech/language assessments as part of their MPA placement. We recognize that in some circumstances, the use of a mask makes testing participation difficult and often frustrating. We have designed a portable Plexiglas shield to place between the tester and the testee to use when engaged in formal assessments.
- MPA Meals:
  - All meals will be served and eaten in the classrooms with the stable group
  - All MPA-provided meals will be individually served and wrapped
  - Vendors delivering food to MPA will be required to leave the food at the front desk. MPA Staff will transport the food to the warming ovens or refrigerator as needed, and then distribute to the classrooms at meal time.

2. Assign a minimum of one representative to work with RIDOH on testing staff and assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE by providing contact information.

Full Name	Email Address:
Amy Carroll, RN	Carrollam@familyserviceri.org

3. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.

If we become aware of a student or MPA staff member testing positive for COVID-19, we will notify all close contacts, without identifying the specific individual, as well as RIDOH. That employee will be required to quarantine at home for 10 days. If that staff member was part of a stable group, that portion of the group (classroom) will be required to become virtual for a period of 10 days. All close contacts should get tested. You may have a test on day 5 or later after last exposure to the infected person for most accurate results.
We will monitor absentee trends of students and employees, and if a trend suggests a contagion, we will close Live MPA and continue with Virtual MPA for the next 14 calendar days.

Students or staff members returning from out-of-state, from an area designated as a COVID "hot spot" will be required to quarantine for 10 days prior to returning to MPA, or present a negative test result performed 72 hours prior to returning to RI.

If you have traveled internationally, you must quarantine for 14 days. There is no testing out of quarantine for international travelers.

Students or staff members who have been exposed to someone in their household who has tested positive for COVID19 likewise will be required to quarantine at home for 10 days prior to returning to MPA. All close contacts of an infected individual are urged to get tested no earlier than day 5 after last exposure.

4. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your school's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH's Community Mitigation Team.

• All MPA staff members will participate in daily health screening upon arrival with the school nurse or designee (e.g. temperature screening and symptom-checking).

• Staff members will be required to stay home if they are sick/presenting with COVID symptoms.

• Any staff member who cannot come to work due to illness, or is sent home due to illness will be advised not to return until they have met CDC criteria to discontinue home isolation, or present evidence of a negative COVID test result.

• MPA will inform those who have had close contact to a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms they will follow appropriate CDC guidance for home isolation.

5. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members and sending LEAs while respecting health privacy laws.

• Should a staff member become sick during the school day, they will be instructed to leave the building and go home; if they are unable to do so, they will be instructed to confine themselves to the isolation area until they can be safely transported home or to a healthcare facility.

• We will close off areas used by a sick person and will not re-use them before cleaning and disinfection. We will try to wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours is, we will wait as long as possible.

Instruction

Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
	X	a. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners.
	X	b. Identify how to account for potential learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners.
X		c. Consider if and when students will still have access to non-core content (electives, etc.)
	X	d. Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.
x		e. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
	X	f. Demonstrate comparable levels of rigor between online and in-person instruction.
X		g. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		h. Develop system to continually monitor learning progress and loss.
	X	i. Determine, if any, changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		
	X	j. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to students with IEPs and as applicable multilingual learners.
X		k. Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.
X		l. Identify when during the school day potential remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.

x		*m.*	Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.
Special Education Services			
	X	*n.*	Develop a plan to revisit students' Individualized Education Plans as warranted and in partnership with the sending LEAs, teachers and parents to reflect evolving needs.
x		*o.*	Identify the approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings) as applicable and appropriate.
x		*p.*	Identify what services were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with the sending LEAs and families. How will the NPSE school work with the sending LEAs to make up for any missed (re-) evaluation meetings from the spring?
Staff Supports			
	X	*q.*	Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		*r.*	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
	X	*s.*	Provide training, as appropriate, for social /emotional learning and professional learning offerings for teachers on related social/emotional topics (e.g., trauma, social emotional learning, restorative practices, and culturally responsive education).
X		*t.*	Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X		*u.*	Map what technical assistance and support will be offered during all reopening scenarios.
X		*v.*	Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).
Family and Community Engagement (communication and partnerships)			
	X	*w.*	Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).
X		*x.*	Once state policies are released, align the school's attendance policies with state guidance. Distribute to staff and families.
	X	*y.*	Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.
	X	*z.*	Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

ASSURANCES:

Instructions: Provide assurances by marking an "X" in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	*Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.*
X	*Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.*
X	*Develop system to continually monitor learning progress and loss.*
X	*Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.*
X	*Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.*
X	*Identify the school's approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)*
X	*Identify what services students with IEPs lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the NPSE school will work with the sending LEAs to make up for any missed (re-) evaluation meetings from the spring?*
X	*Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.*
X	*Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.*
X	*Map what technical assistance and support will be offered during all reopening scenarios.*
X	*Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).*
x	*Once state policies are released, align the school's attendance policies with state guidance. Distribute to staff and families.*

EVIDENCE:

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners

Full in person:
We will assess engagement through student attendance, behavioral average, participation, and work completion. To assess mastery we will use our typical benchmark methods (Aimsweb, Journeys/Go Math assessments, teacher created assessments). Based on these assessments we will identify areas of need/remediation and address those during scheduled remediation periods throughout the week. Progress monitoring for these areas will be tracked and assessed regularly.

In case of partial/limited in person scenarios:
To assess engagement we will use daily rating scales (attendance, participation, behavior, and work completion). Assessing mastery would continue to be through some of the typical benchmark methods that are accessible online (Journeys/Go Math assessments, teacher created assessments). Remediation and progress monitoring will be made accessible in the virtual format.

2. Identify how to account for potential learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail s for students with IEPs and, as applicable, multilingual learners.

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To account for loss of learning, we will first begin the year with pre-assessment and benchmarking in order to determine where skill deficits lie. By using our AIMSweb Plus benchmark testing in addition to other curriculum based measures such as CommonLit and Prodigy Math, teachers will start the year with a data-driven approach. Our flexible classroom schedule also allows for dedicated academic time that can be used for skill intervention and enrichment. Due to our high staff to student ratio, differently abled students will be able to receive individualized attention as needed. At this time, MPA does not serve multi-lingual learners. In the event that conditions require partial and/or limited in-person learning scenarios, students can also complete assessments at home. Using Google Classroom, learning would no longer be delayed for snow days or quarantine/limited live situations. All students would have access to the same classroom and we could still offer differentiated instruction using Google Meets.

3. Identify the ways in which remote learning in the fall will be different from and/or similar to the spring.

Remote learning in the fall would be different than the spring due to the months of practice the staff has with the technological components associated with remote learning. The staff has figured out what works, and does not work for each of their respective groups of students. It will look similar to the spring in regards of each student getting the services they need. Students who are remote have a higher chance of issues with their technology, which causes the students to be easily frustrated. With a full in-person return, teachers will be able to instruct and promote the process of social-emotional learning more effectively, as

we have done prior to remote learning. For a partial return, the co-teachers will have to plan out their resources using materials every student has access to, since only some would be physically present in the classroom. A partial return would also have some of students in the building, which is similar to what we are doing now, but different than what we did in the spring since it was entirely remote.

4. Demonstrate comparable levels of rigor between online and in-person instruction.

When thinking about the different levels of rigor between online and in-person teaching, they are very different. In-person teaching allows for a variety of different activities for students to be able to partake in within one period of academics. And, in teaching 3 different grade levels, and many different abilities within each grade level, this is a necessity. When students are online learning, they are all looking for and requiring 1:1 attention because all of the programs and materials are so foreign to them. It is impossible to challenge them and provide the support for their learning online like we do in the classroom. For example, at any academic block in our room, you could see students playing a skill-building game together, completing a "center" independently for extra practice, working on the computers, completing independent assignments at their seat, or receiving direct instruction from staff. Online, students are able to receive that instruction, but in the meantime the most they can do is go on websites and practice their skills. This may be good practice, but rigor it is not. The level of rigor that students are exposed to in the classroom can never be met in an online setting.

5. Determine changes to testing, grading, report cards, attendance, and promotion policies.

Grading was more challenging and less reflective of student performance as we taught virtually. Teachers found that in some cases, parents were assisting their children during tests, providing answers, etc., and with older students, they may have been using Google, calculators, or other services during academic testing. Thus, grading moved more toward portfolio assessment and less about formal tests. Grading switched to Pass/Fail for virtual academics, as well. As far as attendance, we considered that a students was "present" for the day if s/he attended (had an on-line presence) for a minimum of 3 hours. Promotion policies did not change.

6. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to students with IEPs and, as applicable, multilingual learners should be noted in the plan.

Data collection is vital for teachers to determine if students need additional academic supports. In addition to day-to-day observation of students' individual strengths and struggles, formative data like quizzes, academic games, and exit cards help, as well as summative assessment data like essays, exams, and projects. It's important to evaluate a student's records they have on file as well. Things like home life, diagnoses, vision or hearing impairments, cognitive abilities, etc. can affect a student's performance. Standardized tests also help track where a student is academically, however, it's important to know your students and take their effort and motivation into consideration as well. Data and observation will therefore guide a teacher to determine if a student requires intervention, and what kinds of differentiation tools and strategies will be most effective. Once it is determined that the student requires some sort of intervention, a clear and measurable goal should be created. Data collection also drives teachers' decisions to pull back or stop providing academic interventions. As for exit criteria, a teacher may assess the student on the

same things they were originally supported for, or hard difficulty with, using both formative and summative assessments to determine if the student is really grasping what they are being taught. If they seem to have a solid understanding, the teacher can begin to lessen the scaffolding and supports that are being given. If the student's foundation and understanding are solid, and the teacher can collect and provide data that the student has fully grasped the concept or skill, the exit criteria can be said to be met.

7. Develop a plan to revisit students' Individualized Education Plans in partnership with the sending LEAs teachers and parents to reflect evolving needs.

We do not anticipate that this plan will be any different than what we have been doing for years. In addition to the annual IEP review and revision, and progress monitoring at the end of each trimester, we also review the IEP in-house and with parents/LEAs at any significant change in functioning--- academically or behaviorally--- to make sure identified goals and objectives are still aligned with student needs. IEP review meetings were actually a bit easier to facilitate during Distance Learning through virtual meetings (aside from the occasional tech glitch). Should we require another extended bout of Distance Learning during the 2020-2021 school year, we anticipate more student regression in the areas of behavior and emotional functioning, with goals being revised or new goals put in place to help support students and their families.

8. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.

The MPA staff meets daily---either in person or via virtual platform, to review each student's school day, the services each child received, and a review of which interventions were effectives and which weren't. This is also the opportunity for staff members to specifically review any virtual apps that were used in the delivery of services, and share this information with peers. Because these meetings are multidisciplinary, it allows administrators to assess areas in which staff members may need more instruction, guidance, or professional development.

9. Provide training, as appropriate, for social /emotional learning and professional learning offerings for teachers on related social/emotional topics (e.g., trauma, social emotional learning, restorative practices, and culturally responsive education)

Please see above. MPA is a psychiatric day treatment facility (even though RIDE chooses to ignore that nomenclature), and specializes in assessing and treating the social, emotional, behavioral, and psychiatric needs of its children. The 6-member clinical staff provides ongoing supervision and guidance for all staff members in social/emotional learning, whether it occurs in class, in therapy, or in the general milieu.

10. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).

Since Distance Learning began, we have been soliciting feedback from key stakeholders in the process, including parents, and incorporating that feedback into the ever-evolving virtual learning plan, both as a program and for individual students. For instance, time on-line was reduced, with alternate activities provided, for a K student whose parent collaborated with his MPA clinician regarding 'meltdowns' at home related to virtual learning.

Likewise, a 5th grade student was having difficulty asking for help and waiting his turn on-line, causing him to become angry/withdrawn. We created a virtual 1:1 spot for him to link with a teacher, apart from the virtual classroom, to get him the support he needed.

11. Develop a parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.

As mentioned, our facebook platform is viewed by most of our families, as is our website, to provide up-to-date information on all aspects of the school.   Student progress is shared informally with parent whenever needed/requested, and formally at each IEP review and the middle and end of each trimester. Our school nurse has daily "virtual" hours as well as physical attendance in the building each school; day.

12. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Throughout the summer, we have endeavored to include those virtual ESY students in all activities in which the 'live' ESY students were participating, inclusive not only of academics, but also group therapy, art, and summer electives. Staff members traversed the state numerous times during ESY to drop off materials, books, etc., so that students learning from home had exactly the same opportunities as their Chalkstone Avenue counterparts.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
Social-Emotional and Mental Health Support		
		a. *Establish a crisis response team focused on student and staff mental health and wellness.*

	X	b. Designate a mental health liaison who will work with the NPSE school, RI Department of Health, and community partners as applicable.
X		c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X		d. Screen or evaluate students for mental health needs.
		e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X		f. Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.
X		g. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
	X	h. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

Social-Emotional and Mental Health Support Plan

ASSURANCES:

Instructions: Provide assurances by marking an "X" in each box next to each item to demonstrate that you have incorporated it into your reopening plan

x	Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
x	Screen or evaluate students for mental health needs.
x	Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.

EVIDENCE:

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Designate a mental health liaison who will work with the NPSE school, RI Department of Health, and community partners.

Dr. Jeffrey R Brusini, Esq., Clinical Psychologist, will be the designated mental health liaison for Mount Pleasant Academy. brusinije@familyserviceri.org

2. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

All MPA staff members receive regular supervision that focuses on student needs, appropriate supports and interventions, and staff self-care. Professional Development days are set aside in the school calendar to allow staff members to engage in activities that promote professional growth and self-care, These opportunities may be ones facilitated by RIDE, by our own agency, or by third-party providers.

Reopening Operations

Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		*a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.*
X		*b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.*
X		*c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.*
X		*d. Establish procedures for entering the school building for teachers, students, visitors, vendors.*
X		*e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.*
Operations (Budget, Staffing, Scheduling, Food Services)		
	X	*f. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.*
	X	*g. Create potential sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.*
X		*h. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).*
Technology		
	X	*i. Designate a lead technology point of contact.*

	Al Biastre (biastreal@familyserviceri.org) `	
x		*j. Develop a return to school technology plan.*
X		*k. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.*
X		*l. Survey families to determine technology needs*
X		*m. Develop process for inventory of technology:* 　*- Students utilizing school devices at home* 　*- Faculty utilizing school devices at home* 　*- Return and sanitation of devices* 　*- Tracking computer issues*
Family Engagement (communication and partnerships)		
	X	*n. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from feedback)*
X		*o. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, students as appropriate, families, , central office staff, etc.*
X		*p. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication.*
X		*q. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.*

Re-opening Operation Plan

ASSURANCES:

Instructions: Provide assurances by marking an "X" in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	*Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.*

x	*Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.*
x	*Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.*
x	*Establish procedures for entering the school building for teachers, students, visitors, vendors.*
x	*Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.*
x	*Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)*
x	*Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.*
x	*Develop process for inventory of technology.*
x	*Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, students as appropriate, families, central office staff, etc.*
x	*Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.*
x	*Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.*

EVIDENCE:

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.

> *We anticipate no staffing changes due to COVID/Distance learning other than what would normally occur at the start of a new school year. All of our services will continue to be provided live and/or virtually.*

2. Create potential sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.

> *As a school with a capacity of 36 students, we have described that the facility will be split into a minimum of two stable groups (in a full-attendance re-opening scenario). In a self-contained model, which MPA is, there are no passing times, and the rest of the issues in this question have been addressed in the previous sections of our plan.*

3. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from feedback).

> *We polled parents at the end of June, sharing our proposed ESY re-opening plan with them, which included all safety protocols being explained. Almost ¾ of the families felt confident enough to have their children return to MPA for ESY (although the LEAs contradicted parents' wishes in some cases and only approved virtual ESY). Nonetheless, we have continued to communicate with parents and students, sharing our re-opening plans, and listening to their concerns. This revised Re-opening Plan reflects some those concerns (which include such things as concern that the RIDE-operated bus staff are not following proper protocols by wearing masks, which we have tried to address, as well as giving parents the option to switch from LIVE MPA to VIRTUAL MPA during the trimester if they so choose). We have no high-risk teachers (or other staff, which we assume RIDE also has concerns about but did not mention) to our knowledge, but if that were to occur, we would look to having them provide virtual services from home, since our plan is to open in September with a hybrid model regardless of what public schools do.*

MPA VIRTUAL LEARNING PLAN

MPA has worked extensively to develop not only a Virtual Learning Experience for our students, but also, to the greatest extent possible, mirror the services, schedule, structure, and expectations that our students are accustomed to every school day while in our physical facility. The Virtual Learning Plan becomes activated in the event that the government mandates that schools should be closed due to public health or other issues, as well as MPA decisions to temporarily close the physical facility due to inclement weather or other reasons.

To do this, we have set up a network using Google Classroom and Google Hangouts/Meet. All students and staff members have been assigned Google MPA accounts
(e.g., jsmith@mountpleasantacademy.org).

Families have been informed and provided on-line training on how to access the MPA Google network. We plan on providing a more in-depth training for MPA parents in how to navigate through Google Classroom in late August 2020.

Families without internet will be provided information on how to obtain free internet access, and students without the equipment to access on-line learning will be able to borrow MPA ChromeBooks.

Teachers will initially create physical "work packets"---worksheets, handouts, books, etc.---that will be mailed home or otherwise distributed to all students. Each packet will be individualized according to student grade level and IEP goals. Much of this information will also uploaded to Google Classroom, but realizing that many families do not have printers, physical product will mailed home to all to start.

MPA staff created a virtual MPA on-line. Classrooms with the same names as their "real" MPA classrooms were created in Google Classroom.

Work is uploaded to each classroom, and will be updated as needed as long as we are virtual.
Staff have all been trained in creating Hangouts---private chat-rooms mirroring their Google classrooms where they can interact with students "live", explain lessons, show videos, provide links to websites, and through other apps, teach on virtual whiteboards. "Academics" includes not only ELA, Math, Science, etc., but also Health and Phys Ed.

Virtual MPA does not stop with academic instruction. We have created group therapy rooms on line so that students can continue receiving mandated group counseling with their MPA clinicians. Speech and Language therapy will continue on line, as will OT consult. Individual psychotherapy is offered via telehealth---either through private Google hangouts or over the phone.

We have developed individualized class schedules for students and their parents to follow for each day of virtual learning. This is a sample of said schedule. Actual class schedules will be posted in each on-line classroom.

	Location	1A Class Schedule
9:00-9:45	Google classroom or meet/hangout	Academic Learning
9:45-10:00	home	Snack break
10:00-10:30	Google classroom or meet/hangout	Group tx (MTF) **W/TH Free period

10:35-11:15	Google classroom or meet/hangout	Academic Learning
11:20-11:45	Google classroom or meet/hangout	Academic Learning
11:50-12:15	*home*	*Lunch*
12:20-12:45	**If therapy is scheduled*Google meet up**	**PE/ Health (W, Th)** *(M,T,F) Individual treatment/catch-up work* *Catch up work to be completed individually at home (can contact teachers with questions)*

SAMPLE

   Finally, given that we are a treatment facility working with children with challenging behaviors, we have mirrored as much as possible our behavioral incentive program, to use in the virtual environment. Students will continue to earn behavior points for attendance, completing work as assigned, etc (See point card, below).

6/8-6/12	**M**		**T**		**W**		**Th**		**F**		
	P/A	WC	P/A	WC	P/A	WC	P/A	WC	P/A	WC	Bx
SAMPLE	P	2	P	2							
Carl	Present	1	Present	2	Present	2	Absent	0	Present	1	2
Courtney	Absent	0	Absent	1	Absent	0	Absent	0	Absent	0	0
Isaac	Present	0	Absent	0	Absent	0	Present	1	Present	2	1
Joseph	Absent	0	Absent	0	Absent	0	Absent	0	Absent	0	0
Mark	Present	1	Present	1	Present	1	Present	1	Present	1	2
Michelle	Present	2	Present	2	Present	2	Present	2	Present	2	3

CLASSROOM RUBIC

P/A = <u>Present</u> for at least 3 hours or <u>Absent</u>

WC = Work Completion
  2=All work completed
  1= More than 70% completed
  0= Less than 70% completed OR no way of determining

<u>BEHAVIOR RUBRIC</u>

4 = **On-line language & behavior was appropriate 100% of the time; no redirection was needed; student was on-task at all times**

3 = **On-line language & behavior was appropriate 90% of the time; 1-2 redirections were needed during the week; student may have needed an occasional prompt to return to task**

2= On-line language & behavior was appropriate 80% of the time; at least one redirection was needed daily regarding attention or behavior

1= On-line language & behavior was appropriate 70% of the time; more than two redirections were needed daily regarding attention or behavior

0= On-line language & behavior was appropriate less than 70% of the time; student's mic needed to be muted due to language/disruption (student's fault); student may have needed to have been removed from Class during the week

   "Points earned" are accumulated weekly, reported to students weekly, and once a student earns $20 worth of points, s/he can cash in for a gift card.

   During virtual instruction time, an MPA administrator will be on-line, popping "into" classrooms and hangouts, monitoring the provision of services. Parents will also have the opportunity to interact with teachers and providers during the on-line hours, but are asked NOT to interrupt class times.

   We will continue to provide psychiatric services and prescription refills for those students receiving such from MPA via phone and telehealth platforms. IEP Meetings will be held via Skype, hangouts, or some other mutually convenient on-line platform.

   MPA Staff "meets" virtually at the end of each school day as a group via Google Meet to review each student's day and develop plans for ongoing interventions and supports.

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