Business

Chariho Area Career & Technical Center
FY22
Carl D. Perkins Grant

SUBMITTED BY: Gerry Auth

OVERVIEW

CHARIHOtech programs are designed to prepare students for entry-level positions in a number of industries and to prepare students to further their education at the post-secondary level. Career and Technical Education (CTE) is at the forefront of innovation in education. The curricula for CHARIHOtech programs are developed based on national industry standards and post-secondary requirements. Students are evaluated through industry-validated assessments, many of which lead to nationally recognized industry certification.

This application will be used to support Career & Technical programing in the southern Rhode Island. Students will have multiple opportunities to acquire a skill set in addition to meeting the academic challenges of all the rigorous curricula of the district. The funds in the grant were allocated to each approved CTC program with the CTE Program Industry Specific Standards in mind. All of the funds provided to Chariho Area Career and Technical Center have been utilized to maximize student experiences, build skills, and provide opportunities for advancement for our graduates.

CHARIHOtech

ADVERTISING DESIGN & DIGITAL PRINTING
Students' focus will be both a reinforcement of prior learning and a push to greater freedom. Student will be striving for professional independence and to work effectively in a team oriented working environment. Self-reflection and viewing classmates as creative sounding boards will be promoted. Creativity will be a hallmark and professionalism a prime expectation. Projects will be both instructor assigned and projects for real clients. Students are encouraged to embrace a specific skill and career choice.

AUTOMOTIVE TECHNOLOGY
The Automotive Technology program is designed to prepare students for careers in the Automotive trade. The program is certified by the National Automotive Technology Education Foundation (NATEF). The program encompasses mechanical and technological skills. First year students learn safety, usage of lifts, jack stands and jacks, industry information, and engage in a career project. Also included is tool operation, engine assemblies, tire, wheels, and suspension systems.

COMPUTER TECHNOLOGY
Students will explore various computer technology careers through hands on labs and exercises in order to experience the broad world of computer science. Students will also learn the history behind of some of today's biggest technology companies including Apple, Google, and Microsoft. Students will begin to explore the creative process through programming with website and game design tools. Students who complete year one will have a basic understanding of computer technology.

CONSTRUCTION TECHNOLOGY
The Construction Technology program prepares students for careers in the construction and building trades. The program is certified by the Home Builders Institute (HBI). The focus of the first year is to instill a strong safety culture while learning how to use the woodworking machines and tools. Students will complete small projects that will focus on the safe and proper use of hand tools, and portable and stationary power tools. Students will also learn basic woodworking and cabinet joinery techniques, as well as the various materials used in these types of projects. The construction program takes on live work such as sheds, decks, rough framing and finish projects to reinforce prior knowledge. Mathematical skills are related to actual construction experiences.

COSMETOLOGY
First year students spend time learning safety procedures, disinfection and sanitation regulations, communication skills and all basic procedures such as braiding, up-styling, roller placement, manicures, pedicures, scalp treatments, foiling techniques, coloring and hair cutting. The Cosmetology program is designed to fulfill the requirements for the RI State Cosmetologists license. This includes 1,200 hours of instruction and preparation for the written and practical exams required for the license.

CRIMINAL JUSTICE
This course introduces the many concepts unique to our criminal justice system, initially relating to the courts, corrections, and policing areas. Students will receive a general introduction appropriate as a foundation for future study in law, safety, security, government, and public administration. First year students will be introduced to the career pathways related to careers in criminal justice and the legal system. Students will begin to understand the American court system, sentencing, and corrections and the basic principles of the juvenile court system, along with the understanding and importance of ethics in the legal system and ethical responsibilities that apply to specific career clusters. Students will maintain a portfolio specific to criminal justice.

CTE LEARNING
The CTE Learning section is designed to promote and improve CTE programs, as well as assist in student experiences. Induction is a major part of the transition for our instructors from industry to the classroom. Coaching is necessary to prepare these professionals for the rigors of the teaching trade. SkillsUSA competitions and leadership experiences allow students to demonstrate their learning. Students participate in local, state and national competitions supported through this program. Lastly, CHARIHOtech promotion is essential to highlight our program in southern Rhode Island. This program will allow us to continue with the momentum gained over the last two years. Funds from this section will be used to support these initiatives.

CULINARY ARTS
First year students learn about concepts related to safety, first aid, sanitation, foodborne diseases, and the care and operation of food service equipment. As part of hands-on experiences, students learn about purchasing, weights and measures, tools and equipment, culinary nomenclature and recipe conversions. Restaurant management skills, including computerized point-of sale entry systems, are learned through the operation of the public dining room. Proper table service techniques are developed. Certifications available to Culinary students include ServSafe, TIPS, NOCTI, National Restaurant Association Certificate of Achievement (upon successful competition of ProStart Level I and II), and Certified Junior Culinarian (through the American Culinary Federation).

EARLY CHILDHOOD/ELEMENTARY EDUCATION
This first-year course covers the core aspects associated with the care and development of young children with emphasis on the important knowledge and skills needed for the healthy development of infants and toddlers. Students will document observations of preschoolers, develop lesson plans and carry out learning activities with preschoolers. This course gives students the information they need to communicate and work effectively with children. Study of the health, safety and nutrition of young children will be emphasized. Opportunities for observation and interaction with pre-school children within our onsite preschool setting will be included. Students will develop strong skills as they carry out lesson plans and assessments for children at the elementary level. Students will prepare for the ParaPro Assessment gain teacher assistant certification.

ELECTRICAL TECHNOLOGY AND RENEWABLE ENERGY SOURCES
The Electrical Technology and Renewable Energy Sources program introduces students to the skills needed to become an electrician. The program is certified by the National Center for Construction Education and Research (NCCER). In year one, students will be introduced to basic electricity, series and parallel circuits, basic electrical theory, hand tools, power tools, and basic materials and methods. Students will also learn to read and understand basic electrical construction drawing plans. Students will learn how to calculate the amount of electricity needed in order to properly size for new service installations in alignment with the National Electrical Code (NEC) requirements.

ENGINEERING, DRAFTING AND DESIGN
The Engineering, Drafting & Design program prepares students for careers in architecture, mechanical engineering, advanced manufacturing principles (CNC programming) and related professions. There is a strong emphasis on drawing on the drawing boards as well as Computer-Aided Design (CAD). First year students learn the basics of architectural drafting through the design of a complete set of house plans and mechanical drafting through the design and drawing of the various views of machine parts. A practical application of STEM Principles (Science Technology Engineering and Math) are applied to real world problems while utilizing Computer Aided Drafting (CAD), Computer Numerical Control (CNC) and 3D Printing to create the finished solution.

HEALTH CAREERS
The Health Careers program is an introduction to the many careers in the health care industry. First year students participate in a half-year course that lasts for a double block. This time allows visits to South County Health on a weekly basis where students have the opportunity to learn about the various departments in a hospital setting and the variety of careers that exist in those departments. Students will also learn about the eleven body systems, HIPPA, trends in health care, and the various career clusters that make up the health care industry. Through rigorous classroom hours and clinical skills, students will meet the requirements to be trained as a Basic EMT in the State of RI.

HOSPITALITY & EVENT PLANNING

First year students learn fundamentals of the Hospitality, Tourism Management Program Year 1. Students learn the foundations of introduction to hospitality and tourism, hospitality soft skills, resort operations, sales and marketing, green practices, safety and security. Guest speakers will promote the hospitality and tourism industry and offer students an internship or employment. Field trips will enhance the student learning experience. Students will complete HTMP Year 1 and 2 and receive an Industry Certification, NOCTI Certification, and TIPS Certification. In order to successfully obtain the Certified Hospitality & Tourism Management Professional designation, each student must complete a 100-hour, on-site workplace requirement in a qualifying position. Students completing the Hospitality Tourism Management Program Year 1 and 2, enter the Hospitality Industry at a higher level position of employment in the field.

MARINE TECHNOLOGY

Marine Technology students will learn the basics of woodworking, fiber glassing, cutting and welding of metals, navigation, boat design, tying and splicing rope, measurement skills and much, much more. This program has been developed to take advantage of the many, varied marine trades. Successful students are prepared for careers or activities in the marine, oceanographic, and boating industries. Students develop a boatload of skills that enable them to enter a marine career, pursue post-secondary education, or simply enjoy water related activities at a greater level.

WELDING & SHIPFITTING

The Welding & Ship fitting Program will introduce students to the concepts and practices in welding and fabrication. This course will introduce students with the working knowledge, skills, and theory in the characteristics of metals and welding technologies. Students will learn to safely use metal working equipment and tools and earn their OSHA 10 Hour Health and Safety card. Through a combination of hands-on experiences and theory, students will learn how to layout and fabricate various components. Students will develop a working knowledge of structural weld joint fit-up/weld symbols, and burning and grinding operations through the use of blueprints and templates. Work assignments and assessments will be accomplished using the NCCER (National Center for Construction Education and Research) Welding, Introduction to Maritime Industries, and Maritime Structural Fitter.

BUDGET

Program	Allocation
Cosmetology	$3,837.46
Automotive	$9,269.06
Criminal Justice	$6,444.28
CTE Learning	$30,428.20
Total Allocation	$49, 979.00

FY22 PERKINS FUNDED CAREER AND TECHNICAL EDUCATION PROGRAM ASSURANCES

We have reviewed and approved the attached Perkins V Budget requests and corresponding program initiatives and assure that:

1. all programs, services and activities covered by this application will be operated in accordance with state and federal laws, regulations and policies for career and technical education;

2. Perkins funds made available will be used to supplement, and to the extent practical, increase the amount of other funds that would, in the absence of such federal and/or state funds, be made available. In no case will federal funds supplant local funds;

3. individuals who are members of special populations (minorities, limited-English proficient, physically challenged, special needs students with IEPs, nontraditional students, single parents, displaced homemakers, etc.) will be provided with equal access to recruitment, enrollment and placement activities;

4. all requests for data on the progress of career and technical education students/participants including special populations, will be complete, accurate and reliable and be provided in a timely manner to the Department of Elementary and Secondary Education;

5. the career and technical education programs supported with Perkins funds will be of such size, scope and quality to bring about improvement in the quality of career and technical education programs;

6. no individual shall, on the basis of race, color, sex, disability, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this program;

7. federal and/or state funds will not be commingled with local funds so as to lose their identity;

8. Perkins Grant must be allocated to *programs of study* that provide structured and sequenced academic and technical courses that lead to an industry-recognized credentials, where available or appropriate, or a nationally-recognized certificates that validate skill attainment, or postsecondary transcripted credit.

9. all funds will be used as stipulated in the Perkins V Plan; and all requests for budget variances will be submitted to the Department in accordance with the Department's fiscal requirements;

10. all appropriate reports required by the Department of Elementary and Secondary Education will be submitted when due;

11. none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization;

12. proper fiscal controls and fund accounting procedures will be employed to assure the proper disbursement of, and accounting for, federal funds; and,

13. LEAs utilizing Perkins funds for School-based Coordinators/Career Coordinators/C-Techs/Career Specialists and Other Field Outreach staff must ensure that All hires minimally adhere to the job descriptions as provided in the Important Documents section of AcceleGrants application.

As the duly authorized representative of the applicant, I _____ Gina Picard _____

Printed Name

hereby certify that the applicant will comply with the all Assurances, Certifications and Rhode Island Department of Education (RIDE) Perkins V requirements.

**Superintendent (All Secondary Projects) or
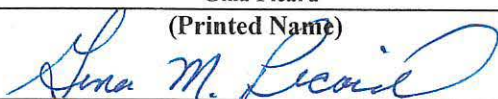President of the Community College/College/University**

(Postsecondary/Secondary and/or Adult Skills Programs)

Chariho Regional School District
_____
(Name of Applicant)

Gina Picard
_____
(Printed Name)

_____
(Signature)

9/8/2021
_____
(Date)

Area Career and Technical Center Director, High School Principal (when appropriate) and Project/Agency Director

(Secondary/Incarcerated)

Chariho Regional School District
_____
(Name of Applicant)

Gerry Auth
_____
(Printed Name)

_____
(Signature)

9/8/21
_____
(Date)

The Local Education Authority is responsible for the submission of this document either by mail or by hand to:

Rhode Island Department of Elementary and Secondary Education (RIDE)
Perkins Grant Application - 2022
Attn: S. Barbosa
255 Westminster Street
Providence, RI 02903

This document is a requirement of Perkins and must be received by RIDE within fifteen working days of the electronic submission of all Perkins application(s). Failure to submit this document will delay Perkins award notifications.

Chariho Regional School District
Office of the Director of Administration & Finance

455A Switch Road
Wood River Junction, Rhode Island 02894

OFFICE OF THE SUPERINTENDENT
SEP - 8 2021

All Kids. All of the Time.

LINDA D. LYALL
School Committee Chairperson

GINA M. PICARD
Superintendent of Schools

EDWARD DRAPER
Director of Administration & Finance

GAIL E. WILCOX
Asst. Director of Administration & Finance

To: Gina Picard

From: Ned Draper

Date: September 3, 2021

Subject: Commitment of FY21 Funds

I recommend that the School Committee commit, retroactively to June 30, 2021, the following funds:

- From the **Operating Fund** for use in fiscal year 2022, for the purpose of:
  - Funding potential litigation results: $ 100,000.00
  - COVID related expenses/School opening $ 150,000.00
  - Funds for Administrator payout (per agreements in effect) $ 50,000.00

- From the **Capital Fund (Member Town)** for use in fiscal year 2022, for the purpose of:
  - Funding for capital projects not yet completed: $ 89,685.00

- From the **Capital Fund (Housing Aid)** for use in fiscal year 2022, for the purpose of:
  - Housing aid, prior years (committed prior to/during budget process) : $ 472,147.00

- Fund balance approved during budget process. Since the School Committee approved this during the FY22 budget process, additional approval is not required.
  - Operating budget fund balance used towards FY22 budget $ 1,646,574.22
  - Operating budget fund balance used to reimburse Towns for CALA bond payments, per agreement $ 21,182.11
  - Capital budget Housing Aid received in FY21 for use in FY22 $ 259,868.00

Per Auditors the following funds will be accrued to the year they would have been expended:

  - Out of District tuition in dispute (Coventry, Warwick) $ 29,348.00

- A separate memo has been provided for Rhode Island Department of Education (RIDE) guidance fulfilling Maintenance of Effort (MOE) obligations for federal funds.

The Chariho Regional School District does not discriminate on the basis of age, sex, marital status, race, religion, genetic information, national origin, color, political affiliation, veteran status, sexual orientation, gender identity or expression, or disability in accordance with applicable law.

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ENCLOSURE **VIIIC**

LEA Back to School Back-to-School Planning Template

LEA Name: Chariho Regional School District
Point of Contact: Gina Picard
Email Address:gina.picard@chariho.k12.ri.us
Phone Number: 401-364-7575

Introduction

Overview and Purpose

This document outlines the critical components needed for a school district's Back-to-School plan[1]. Local Education Agencies (LEAs) will use this template to create plans **aligned to the guidance document** titled "_PreK-12 Health and Safety Guidance for the 2021-2022 School Year._" _Note that this planning document is an iteration of the 2020-2021 Reopening Plan Template. This document and the guidance document should be used side-by-side._

Please consider the critical components included in the following tables to **develop or enhance** your Back-to-School plans. Then use the planning template included below each table to capture the identified information and evidence to return to the Rhode Island Department of Education (RIDE).

Policies and procedures related to COVID-19 Mitigation Strategies should be submitted via **electronic survey form** to RIDE by or before **Friday, August 13, 2021** for review and feedback from the Rhode Island Department of Health (RIDOH), as applicable. Submissions will be accepted prior to August 13 and early submission is encouraged. To preview the survey and plan your responses, please see Attachment A. The electronic survey is available here: **https://forms.office.com/g/ESjpgYymqb**.

Complete Back-to-School plans must be returned to RIDE by email to back2school@ride.ri.gov and posted publicly on LEA websites by or before **Friday, August 27, 2021**.

Outline of Back-to-School Plan Components

Back-to-School plans serve the dual purpose of helping to effectively plan for instruction and safety and of serving as a communication document to staff, students, families, and the community. _Item 4 is the information that is outlined and will be captured in this document. The other items are to provide overall structure to LEA plans._

A comprehensive Back-to-School plan should include:
1. **Message from the Superintendent / LEA Leader**
2. **Vision and Guiding Principles for Back-to-School Operations:**

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[1] Per Rhode Island's State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER), the Back-to-School Plan serves as the "Safe Return to In-Person and Continuity of Services Plan" required by the U.S. Department of Education. This plan, along with a substantially approvable LEA ESSER III Funding Application, are the two required components for LEAs to receive their ESSER III allocation from RIDE.

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    a. A strong vision includes the following 5 components:
        i. Core values – *refer to LEAP Task Force Absolute Priorities (p. 29)*
        ii. Hopes and aspirations for the fall
        iii. The process of building the plan
        iv. Reinforcing the need to be agile and flexible
        v. A high-level timeline with major milestones, including expected communication
    b. LEAs should be in alignment with the priorities and recommendations put forth in the LEAP Task Force Report. While the vision and guiding principles may be similar to what LEAs have in their strategic plan, they should explicitly acknowledge the unique circumstances of COVID-19 planning.

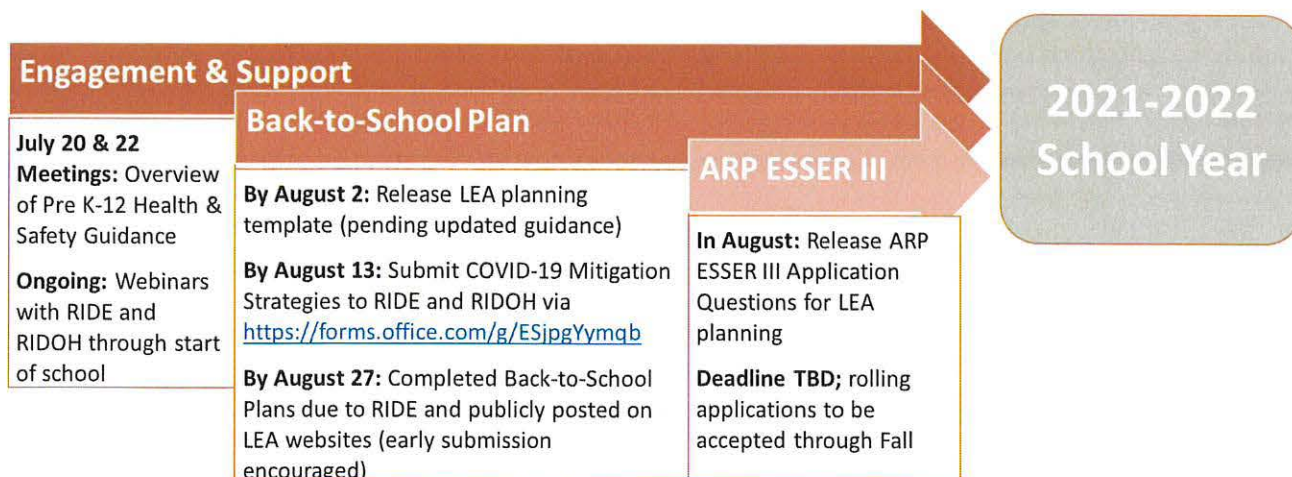3. **Strengths and Challenges from the 2020-2021 School Year**
    a. All LEAs should elicit feedback from students, staff, and families on the 2020-21 School Year. Please make this a priority if you have not yet gathered this feedback.

4. **Critical Components of the Back-to-School Plan** *(included in tables below)*
    a. This includes Health and Safety, Instruction, Social-Emotional, and Mental Health Support, Reopening Operations, and Communication.
    b. Communication is embedded in each critical component table
        i. Strong communication plans include a list of key stakeholders, a routine and timeline for ongoing communication, and a high-level understanding of critical content.
        ii. LEAs are required to review their Back-to-School Plans no less than every six months through September 30, 2024, revise as appropriate and seek public input on any and all revisions.

Back-to-School Planning Support

RIDE's role is to ensure that all LEAs are prepared to provide students, staff, and families with a safe educational experience in the fall and to provide key resources to LEAs in support of that process. RIDE, in collaboration with RIDOH, will provide ongoing technical assistance through webinar office hours. Additionally, RIDOH will review and provide targeted support to LEAs on Health and Safety policies and procedures, including school-based testing and the usage of face coverings.

Engagement & Support

July 20 & 22
Meetings: Overview of Pre K-12 Health & Safety Guidance

Ongoing: Webinars with RIDE and RIDOH through start of school

Back-to-School Plan

By August 2: Release LEA planning template (pending updated guidance)

By August 13: Submit COVID-19 Mitigation Strategies to RIDE and RIDOH via https://forms.office.com/g/ESjpgYymqb

By August 27: Completed Back-to-School Plans due to RIDE and publicly posted on LEA websites (early submission encouraged)

ARP ESSER III

In August: Release ARP ESSER III Application Questions for LEA planning

Deadline TBD; rolling applications to be accepted through Fall

2021-2022 School Year

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Back-to-School Plan Submission Process

1. Using *"PreK-12 Health and Safety Guidance for the 2021-2022 School Year"* each LEA completes the template with assurances and evidence, as applicable.
   a. Policies and procedures for COVID-19 Mitigation Strategies should be submitted online at https://forms.office.com/g/ESjpgYymqb by **Friday, August 13, 2021**.
   b. RIDOH will provide LEAs a copy of submitted responses, review health and safety components, and provide support to LEAs, as applicable.
2. Completed Back-to-School Plans must be submitted to back2school@ride.ri.gov and publicly posted on LEA websites by **Friday, August 27, 2021**.
3. RIDE provides confirmation of receipt of the plan and notifies the LEA if any additional information is needed.

Note: ARP ESSER III funding uses, application questions, and application instructions will be made available to LEAs for planning purposes prior to the start of school.

Critical Components of an LEA Back-to-School Plan

The following tables outline critical components that should be included in each LEA's Back-to-School plan. These components are broken down into **Health and Safety (COVID-19 Control Plan), Instruction, Social-Emotional and Mental Health, and Reopening Operations.**

Within each table, there are three types of critical components -

- **Assurances** - actions and items **LEAs should incorporate** into the plan **but do not formally need to be submitted to RIDE** (though may be requested as additional support at a later time). *In the template below, LEAs will mark "X" in a box to confirm they have this in their plan.*
- **Evidence** - actions and items **LEAs should incorporate** into plans and **need to be submitted to RIDE** through narratives or other artifacts. *In the template below, LEAs will use the blank boxes to type plans or attach/link to relevant materials.*
- **Guidance** - items that should be considered and incorporated into plans but do not need to be submitted to the state.

LEAs are required to plan for a full in-person scenario. In this document, please provide responses based on full in-person instruction.

This completed document is due to **RIDE by August 27, 2021.** *Policies and procedures for COVID-19 mitigation strategies should be submitted for feedback at https://forms.office.com/g/ESjpgYymqb by August 13, 2021.*

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Health and Safety (COVID-19 Control Plan)

Provide Assurance	Submit Evidence	
Promoting vaccination		
X		a. Plan and execute the promotion of COVID-19 vaccination to the school community, including teachers, staff, household members, and eligible students.
Physical distancing		
X		b. Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X		c. Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.
X		d. Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X		e. Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
Face coverings		
X		f. Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.
X		g. In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X		h. Refer to CDC guidance for the use and care of masks.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		i. Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.
X		j. Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post-screening signage.
School-based testing		
	X	k. Select, design, and resource school-based testing plans based on options outlined in Health and Safety guidance: (1) Symptomatic Testing, (2) Outbreak Testing, (3) Asymptomatic Testing. Consult RIDOH support as needed. Submit school-based testing plan at https://forms.office.com/g/ESjpgYymqb by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.
Cleaning, disinfection, and hand hygiene		
X		l. Utilize CDC guidance for cleaning, disinfection, and hand hygiene.
Responding to staff and students who are sick		

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X		m.	Schools should revise/continue to follow sick policies in alignment with *The Outbreak Response Protocols: PreK-12* and communicate it to staff, students, and families.
	X	n.	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. Please include a cell phone number.
X		o.	Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's *What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School* flowchart.
Communication with staff and students			
	X	p.	Submit COVID-19 Mitigation Strategies by August 13, 2021 to https://forms.office.com/g/ESjpgYymqb and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.
X		q.	Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X		r.	Post signs or posters describing the district's policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X		s.	Determine the steps you will take to prevent the spread of COVID-19 upon learning of 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		t.	Communicate information to staff, students, and families in their preferred language or the easiest mode of communication.
X		u.	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

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	Plan and execute the promotion of COVID-19 vaccination to the school community, including teachers, staff, household members, and eligible students.
X	Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X	Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance
X	Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X	Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
X	Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.

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X	In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X	Refer to CDC guidance for the use and care of masks
X	Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.
X	Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).
X	Utilize CDC guidance for cleaning, disinfection, and hand hygiene.
X	Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
X	Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
X	Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X	Post signs or posters describing the district's rules for wearing masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X	Determine the steps you will take to prevent the spread of COVID-19 upon learning of 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	Communicate information to staff, students, and families in their preferred language or the easiest mode of communication.
X	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

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. 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:
Gina Picard	gina.picard@chariho.k12.ri.us
	Cell Phone Number:
	Already provided to RIDOH and RIDE

2. Submit COVID-19 Mitigation Strategies by August 13, 2021, to https://forms.office.com/g/ESjpgYymqb and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.

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Chariho Regional School District Back -to- School Plan

Instruction

Provide Assurance	Submit Evidence	
Instruction		
	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. This plan must include an assessment of learning for multilingual learners and differently-abled students.
	X	b. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently-abled students as well as information for all students generally.
X		c. Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X		d. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		e. Develop a system to continually monitor learning progress and loss.
X		f. Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
Remediation and Intervention		
	X	g. 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). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.
X		h. Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.
Special Education Services		
X		i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
Staff Supports		
X		j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		k. Develop a professional development plan on curriculum implementation and instruction that considers developmental appropriateness.

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X		l.	Provide training for restorative supports and professional learning offerings for teachers around trauma, social-emotional learning, restorative practices, and culturally responsive education.

Family and Community Engagement (communication and partnerships)

	X	m.	Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.
X		n.	Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X		o.	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 a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X	Develop a system to continually monitor learning progress and loss.
X	Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
X	Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.
X	Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
X	Develop a professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X	Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X	Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X	Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

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. This plan must include an assessment of learning for multilingual learners and differently-abled students.*

Assessment Plan Calendar

2. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently-abled students as well as information for all students generally.

In order to maximize the school day and school year to accelerate academic learning in English Language Arts, Chariho Regional School District has adopted new K-12 ELA and K – 8 Math HQCM, to provide all students with equitable access to strong, effective, core instruction using high-quality ELA and Math curriculum and differentiated instructional practices with full implementation of these materials in September of 2021. In Grades 6-12, we have adopted StudySync for ELA by McGraw-Hill. For Grades K-8 we have adopted iReady for math by Curriculum Associates. These comprehensive, rigorous, highly-rated programs, provide differentiation and language/math support, include embedded unit assessments, diagnostic reporting, universal screening, and data reporting, and are fully digital.

The district's comprehensive assessment system includes district-based formative and summative assessments. The purpose of the system is to gather information about student learning in order to better understand progress toward mastery of instructional goals, involve students in monitoring their own progress, communicate about student learning to families, and strengthen the overall instructional program. The district also has a strong Response to Intervention (RtI) approach to identify and provide early intervention for struggling students. Grade K – 12 Math and Reading specialists and teachers work with students who may need tier 2 and 3 support. This multi-tiered system of support guides the provision of high-quality core educational experiences in a safe and supportive learning environment for all students.

3. 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). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.

Multi-tiered Systems of Support (MTSS) Flyer

4. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.

The District sent out a survey on July 30, 2021, asking for feedback on our BAck to School Plan and our masking policy. The survey was open until August 16, 2021. Here are the following takeaways:
- The Majority of feedback was related to masking and parents who wanted masks required, wanted masks as a choice, or wanted the district to not have any mask mandates.
- All feedback/questions were taken and the District created an FAQ to address them. This is an ongoing live document.

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3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	

Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
X		a. Establish or maintain a support team focused on student and staff mental health and wellness.
	X	b. Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners.
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, and continuously monitor students for mental health needs.
X		e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X		f. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
X		g. 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	Establish or maintain a support team focused on student and staff mental health and wellness.
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	Establish ongoing reporting protocols for staff to evaluate the physical and mental health status of students and report concerns.
X	Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
X	Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

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.

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1. *Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners.*

Chariho Mental Health Liaison Flowchart lists the mental health liaisons to be Dr. Lisa Smith and Dr. Mary Markovitz.

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 (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
Operations (Budget, Staffing, Scheduling, Food Services)		
X		e. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.)
X		f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
X		g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff
Transportation		
X		h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).
X		i. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. - Mask requirement (by federal order) - Seating charts, with assigned seats·as much as possible - Cleaning schedule - Open windows when safe and feasible
Technology		
X		j. Designate a lead technology point of contact.
X		k. Develop a return to school technology plan.

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X		l.	Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X		m.	Survey families to determine technology needs.
X		n.	Develop and revise the process for the inventory of technology, as needed.

Family and Community Engagement (communication and partnerships)

X		o.	Identify the key stakeholder groups to be included in ongoing communication. Consider school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
	X	p.	Develop a plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise the plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other 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 the 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. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)
X	Determine foodservice 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	Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.
X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Designate a lead technology point of contact.
X	Develop a return to school technology plan.
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.

X	Survey families to determine technology needs.
X	Develop and revise the process for the inventory of technology.
X	Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.

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 to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise the plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

Our District plan will be reviewed monthly and placed on our website. School Principals will update and gather feedback during School Improvement Team Meetings, Faculty Meetings, and Parent Meetings. School-Based plans will be updated quarterly. The Superintendent will update the community and Parents in a monthly E Update and during Superintendents Reports. The E updates and messaging will also have opportunities to gather feedback. Feedback is also provided via public comment at school committee meetings.

Link to The Chariho Regional School District Back to School Plan

SCHOOL COMMITTEE SUBCOMMITTEES (as of 12-2020)

CTC Advisory Committee
Donna Chambers (Charlestown)

ESP Evaluation Review Committee
Donna Chambers (Charlestown)
Kristen Merritt – Administration
Chris Caldarone – Appointment by NEA
Chariho ESP

Finance Committee
Linda Lyall (Charlestown)
Sheila Grover (Richmond)
George Abbott (Hopkinton)

Food Service Contract Subcommittee
Craig Louzon (Charlestown)
Catherine Giusti (Hopkinton)

Health and Wellness Subcommittee
Linda Lyall, Chair

Marketing Subcommittee
Gary Liguori (Richmond)
Catherine Giusti (Hopkinton)
Linda Lyall (Charlestown)
G. Linda McAllister (Charlestown)
Lisa Macaruso (Hopkinton)

Recognition Subcommittee
Donna Chambers (Charlestown)
George Abbott (Hopkinton)
G. Linda McAllister (Charlestown)

SC Liaison to Special Education LAC
Lisa Macaruso (Hopkinton)

School Facilities Subcommittee
Ryan Callahan (Richmond
Craig Louzon (Charlestown)
Catherine Giusti (Hopkinton)

Threat Assessment Oversight Committee
District Safety Team
Ryan Bridgham, District Safety Coordinator
Jane Daly, Assistant Superintendent
Jennifer Durkin, Special Education Director
William Day, SC Representative

Transportation Subcommittee
Craig Louzon (Charlestown)
Ryan Callahan (Richmond)
Lisa Macaruso (Hopkinton)

SCHOOL SAFETY TEAMS

High School – Craig Louzon

CTC – Linda Lyall

CALA – William Day

Middle School – Catherine Giusti

Ashaway School – George Abbott and
David Stall

Charlestown School – Donna Chambers &
Linda McAllister

Hope Valley School – David Stall, William Day
& ~~Lisa Macaruso~~

Richmond School – Ryan Callahan

SCHOOL IMPROVEMENT TEAM SELECTION COMMITTEE

High School – Craig Louzon

CALA – Linda Lyall

Middle School – Lisa Macaruso

Ashaway School – David Stall

Charlestown School – Linda McAllister

Hope Valley School – Catherine Giusti

Richmond School – Sheila Grover