

Paul Cuffee School Reopening Plan Upper School

| Distance Learning | Limited In-Person Learning | Partial In-Person Learning | Full In-Person Learning | | | | | | | | | | | | | | | |
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| <p>All students learn from home.</p> | <p>Sept. 14-Sept 25 Each day one grade level reports to school for in-person learning and the other grade levels participate in distance learning. The class & bell schedule for students participating in in-person learning and distance learning will be the same.</p> <p>Here are the days students will be expected to report to school: 9th Grade: Monday & Thursday* 10th Grade: Wednesday 11th Grade: Tuesday 12th Grade: Friday</p> | <p>Sept. 28-Oct 9 Each day two grade levels report to school for in-person learning and the other grade levels participate in distance learning. The class & bell schedule for students participating in in-person learning and distance learning will be the same.</p> <p>Here are the days students will be expected to report to school: 9th Grade: Monday, Tuesday & Thursday** 10th Grade: Monday, Wednesday & Friday** 11th Grade: Tuesday & Thursday 12th Grade: Wednesday & Friday</p> | <p>All grade levels report to school for in-person learning daily.</p> | | | | | | | | | | | | | | | |
| <p>*9th grade is scheduled for an additional day of in-person learning in the limited in-person phase to support the transition to high school and their developmental needs **9th & 10th grades are scheduled for an additional day of in-person learning in the partial in-person phase to support the transition to high school and their developmental needs</p> | | | | | | | | | | | | | | | | | | |
| <p>School hours are 9:15-2:15 for the first weeks of school, and on Sept. 28 extend to 3:15 for students in grade 9, grade 10, Advanced Placement classes, and special support classes. Students who need additional help or need to report to school earlier can attend pre-advisory starting at 8:45.</p> | | | | | | | | | | | | | | | | | | |
| <p>In-person learning and distance learning students</p> <table border="0"> <tr> <td>Grade 9:</td> <td>34 in-person learning</td> <td>29 distance learning</td> </tr> <tr> <td>Grade 10:</td> <td>37 in-person learning</td> <td>28 distance learning</td> </tr> <tr> <td>Grade 11:</td> <td>35 in-person learning</td> <td>32 distance learning</td> </tr> <tr> <td>Grade 12:</td> <td>31 in-person learning</td> <td>31 distance learning</td> </tr> <tr> <td>Total:</td> <td>137 in-person learning</td> <td>120 distance learning</td> </tr> </table> | | | | Grade 9: | 34 in-person learning | 29 distance learning | Grade 10: | 37 in-person learning | 28 distance learning | Grade 11: | 35 in-person learning | 32 distance learning | Grade 12: | 31 in-person learning | 31 distance learning | Total: | 137 in-person learning | 120 distance learning |
| Grade 9: | 34 in-person learning | 29 distance learning | | | | | | | | | | | | | | | | |
| Grade 10: | 37 in-person learning | 28 distance learning | | | | | | | | | | | | | | | | |
| Grade 11: | 35 in-person learning | 32 distance learning | | | | | | | | | | | | | | | | |
| Grade 12: | 31 in-person learning | 31 distance learning | | | | | | | | | | | | | | | | |
| Total: | 137 in-person learning | 120 distance learning | | | | | | | | | | | | | | | | |
| <p>Stable group sizes: All students learning in-person will be in stable groups of 14-18 students and will remain in the same classroom.</p> | | | | | | | | | | | | | | | | | | |
| <p>Distance learning: students who are learning from home will follow the same schedule as students learning in school. The format of instruction is the same as in school, that is, students will login to the Google Meet for their assigned class and participate remotely.</p> | | | | | | | | | | | | | | | | | | |
| <p>Courses offered: Algebra I, Algebra II, Pre-Calculus, Calculus, Statistics, English 9, English 10, English 11, English 12, Biology, Chemistry, Physical Science, Civics, US History, 1,2, History of Identity, Spanish I, II, III, Art Electives (name), History of American Pop Music, Intro to Music, AP English Language and Composition, AP Human Geography, AP American Government and Politics, AP Environmental Science, AP Spanish Language and Culture, AP Art 2D, AP Statistics, Physical Education and Health</p> | | | | | | | | | | | | | | | | | | |

Courses not offered during this time: Humanities Alive, Math Foundations (instead it is embedded into core curriculum), Economics, Music Making, Band, Chorus, Global Studies, Creative Writing, Marine Science, Earth Science, AP Psychology, Advanced Art, Art for Social Justice, Intro to Art

After school clubs and athletics: Clubs will be entirely virtual, boys and girls soccer season will be announced.

School Reopening Plan Middle School

| Distance Learning | Limited In-Person Learning | Partial In-Person Learning | Full In-Person Learning |
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| All students learn from home. | All students in grades 6-8 who have chosen in-person learning will attend school every day, except for the first four weeks of school where Wednesdays will be Distance Learning. | | |
| School hours are 9:20-3:20, subject to change based on actual bus times. | | | |
| In-person learning and distance learning students Grade 6: 31 in-person learning 30 distance learning Grade 7: 21 in-person learning 42 distance learning Grade 8: 34 in-person learning 32 distance learning Total: 86 in-person learning 104 distance learning | | | |
| Stable group sizes: All students learning in-person will be in stable groups of 7-15 students. | | | |
| Distance learning: Students who have chosen distance learning will have an assigned advisor and participate in lessons facilitated by the core teachers. These lessons are synchronous lessons, meaning that students will interact with their core teachers during this time. | | | |
| Course changes as compared to last year: Students will receive the same courses this year, however, the time they spend with core teachers has been reduced. Instead of five 60 minute classes each week (300 minutes/week), they will receive two 100 minute classes each week (200 minutes/week). During periods labeled "independent work time," students in distance learning will receive additional instruction as teachers and students identify their needs, which can help to make up the reduced instructional time. | | | |
| Before school care: there is not currently before school care for middle school, and we will add this option if there is a demonstrated need. | | | |
| After school care: The after school program for extended hours will begin the week of Sept. 28. | | | |

School Reopening Plan

Lower School

| Distance Learning | Limited In-Person Learning | Partial In-Person Learning | Full In-Person Learning | | | | | | | | | | | | | | | | | | | | | |
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| All students learn from home. | All students in grades K-5 who have chosen in-person learning will attend school every day. | | | | | | | | | | | | | | | | | | | | | | | |
| School hours are 8:00-1:00 for the first weeks of school, and on Sept. 28 extend to 2:00 for all students. Doors open at 7:30 | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>In-person learning and distance learning students</p> <table> <tr> <td>Grade K:</td> <td>37 in-person learning</td> <td>23 distance learning</td> </tr> <tr> <td>Grade 1:</td> <td>36 in-person learning</td> <td>24 distance learning</td> </tr> <tr> <td>Grade 2:</td> <td>31 in-person learning</td> <td>27 distance learning</td> </tr> <tr> <td>Grade 3:</td> <td>31 in-person learning</td> <td>27 distance learning</td> </tr> <tr> <td>Grade 4:</td> <td>30 in-person learning</td> <td>31 distance learning</td> </tr> <tr> <td>Grade 5:</td> <td>33 in-person learning</td> <td>27 distance learning</td> </tr> <tr> <td>Total:</td> <td>198 in-person learning</td> <td>159 distance learning</td> </tr> </table> | | | | Grade K: | 37 in-person learning | 23 distance learning | Grade 1: | 36 in-person learning | 24 distance learning | Grade 2: | 31 in-person learning | 27 distance learning | Grade 3: | 31 in-person learning | 27 distance learning | Grade 4: | 30 in-person learning | 31 distance learning | Grade 5: | 33 in-person learning | 27 distance learning | Total: | 198 in-person learning | 159 distance learning |
| Grade K: | 37 in-person learning | 23 distance learning | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1: | 36 in-person learning | 24 distance learning | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2: | 31 in-person learning | 27 distance learning | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3: | 31 in-person learning | 27 distance learning | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4: | 30 in-person learning | 31 distance learning | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5: | 33 in-person learning | 27 distance learning | | | | | | | | | | | | | | | | | | | | | | |
| Total: | 198 in-person learning | 159 distance learning | | | | | | | | | | | | | | | | | | | | | | |
| Stable group sizes: All students learning in-person will be in stable groups of 10-15 students. | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance learning: Distance and in person learners will learn together in grades 2 - 5 Learning simultaneously with students in the classroom, using a center rotation model. Teacher provides a mini lesson, and students either work with the teacher or complete an independent task using technology, and meet with the teacher afterwards. K & 1st grade distance learners will have a split schedule with academics half the day and specials, lunch, recess, and enrichment/remediation the other half day. | | | | | | | | | | | | | | | | | | | | | | | | |
| Courses offered: Since elementary teachers are responsible for all content, schedules will prioritize reading, writing, and mathematics. Specials classes such as physical education, art and integrated arts are scheduled as has been done in past years. | | | | | | | | | | | | | | | | | | | | | | | | |
| Before school care: available at 7:00 AM beginning Sept. 14. | | | | | | | | | | | | | | | | | | | | | | | | |
| After school care will be available for all students until 3:00 beginning Sept. 14, and the after school program for extended hours will begin the week of Sept. 28. | | | | | | | | | | | | | | | | | | | | | | | | |

Operations and Safety Procedures for In-Person Learning During COVID-19
 Paul Cuffee School
 September 10, 2020

Overview

In order to open safely for in-person learning, we will all need to make a number of changes to the rules and procedures that are designed to reduce the risk of transmission of COVID-19. These are changes we are asking everyone to make in practice, and in spirit, so that we may all enjoy a happy and healthy school year together. “Keep Calm and Stay Safe” is our motto for the year, and implementing these changes will help us to do that.

Wearing masks, distancing, and providing proper room ventilation are effective ways to reduce the spread of illnesses. It is thought that 95% of transmission of COVID-19 has been through aerosolized droplets, and perhaps 5% from touching surfaces. Wearing masks alone significantly reduces the risk. Maintaining distance gives a further layer of protection. Air exchange is a third important layer to a three-pronged approach. Along with cleaning, disinfecting, handwashing, and other measures, these three strategies will require everyone’s attention and compliance.

Operating schools safely will require that all staff and students stay home if experiencing any symptoms of COVID-19. Tests are available to anyone who wants one, and the school’s administration will assist in finding testing for anyone who needs assistance. Every staff member, student and parent must become familiar with the symptoms of COVID-19 and the responsibility to stay home if sick. Checking for symptoms will be required each day, and all staff and students must complete the [COVID-19 questionnaire](#) before entering the building.

[\(ENGLISH\)](#)

[\(SPANISH\)](#)

The School’s training videos may be found [here](#). This document may be added to or changed as needed.

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| <p>After and before school programs</p> | <ul style="list-style-type: none"> ● Operations and safety procedures details regarding before and after school programming will be developed prior to Sept. 28 ● Lower School: <ul style="list-style-type: none"> ○ Before school programming will begin Sept. 14 and will be located in the cafeteria. ○ After school programs will begin the week of Sept. 28. ● Middle School: <ul style="list-style-type: none"> ○ Before school programming is currently unavailable at the middle school but may be added if there is demand. ○ After school programs will begin the week of Sept. 28. ● Upper School: <ul style="list-style-type: none"> ○ All clubs are virtual and will begin in October. ○ Information about athletics will be updated after Sept. 9. |
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| Air conditioning | <ul style="list-style-type: none"> ● Keeping a comfortable temperature in classrooms is important to the strategy of wearing masks. ● The central air conditioning units are working at the lower school and upper schools. ● The middle school uses window units. These units will be upgraded to 18,000 BTU, but probably not before Sept. 14. |
| Air exchange | <ul style="list-style-type: none"> ● <u>Lower School:</u> The NEEB test (Balometer) on lower school classroom unit ventilators has been completed and you can access that document here. The classrooms that are not included in this report are being tested the week of Sept. 8. Classrooms with windows should keep their windows open when school is in session. ● <u>Middle School:</u> There is no HVAC system in the middle school. Air exhaust units have been installed on either end of the hallways on first and second floors. The mushroom fan will be operational, and windows and doors will need to remain open to allow proper flow of air. ● <u>Upper School:</u> The NEEB test (Balometer) on upper school classroom unit ventilators will be completed the week of 9/8. The mushroom fan is operational, and windows and doors will need to remain open to allow proper flow of air. ● MERV-13 filters are on order for all HVAC systems. ● 7 HEPA filter air purifier machines are stored in each school to be used in classrooms and office spaces without windows. |
| Athletics | <ul style="list-style-type: none"> ● The Rhode Island Interscholastic League has decided that some sports will be allowed. Boys and girls soccer seasons will be announced. ● Students in distance learning may participate in sports. ● Information about athletics will be updated after Sept. 9. ● Middle school fall athletics will be postponed to a period between the winter and spring athletic seasons. |
| Arrival | <ul style="list-style-type: none"> ● Six feet distance will be maintained for the arrival period. Six feet distances will be marked outside of the school buildings. ● Students will be assigned to specific entrances and exits, which will be marked on the exterior of the buildings. ● All students and staff will be required to use hand sanitizer upon entering the building. ● Masks are required everywhere in the school building or outdoors if in close proximity to others, including arrival and dismissal. ● No touch temperature checks will be provided daily for faculty, staff, students, and others entering the building at the entrance at upper school, and in classrooms at the lower and middle schools. |

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| | <ul style="list-style-type: none"> ● Parents who are dropping off students will not enter the building. School staff will direct students to their assigned entrances. ● Students arriving by bus will follow a similar process, being directed to specific entrances. ● Schools may provide a larger window of time for arrival in order to reduce crowding. ● Students who are tardy will be greeted by office reception through the speaker system. Parents will not enter the school building but may enter the waiting area when necessary. ● Students will not use the tardy kiosk system. The school secretary or assistant to the principal will need to record these to Skyward for each tardy student each day. |
| Assemblies | <ul style="list-style-type: none"> ● All in-person assemblies are cancelled. ● Assemblies should be done virtually, so that at a minimum the following assemblies continue: <ul style="list-style-type: none"> ○ Lower School Monday Morning Meeting ○ Middle School Community Meeting ○ Upper School All School Meeting |
| Attendance for distance learning | <ul style="list-style-type: none"> ● The method of determining attendance for distance learning will be: <ul style="list-style-type: none"> ○ Lower School: Grade levels will specify attendance based on daily lessons, work completion, and parent/caregiver contact. ○ Middle School: Students will be marked present if attending virtual advisory and live Google Meets. Tardy will be the result of missing virtual advisory but attending live Google Meets. ○ Upper School: Students will be marked present if attending virtual advisory and live Google Meets. Tardy will be the result of missing virtual advisory but attending live Google Meets. |
| Cleaning and disinfecting | <ul style="list-style-type: none"> ● All students and staff will be instructed in the “wipe, discard, wipe” and “spray, wipe, spray” method of cleaning and disinfecting. Both techniques refer to the two-step procedure used to clean and disinfect environmental surfaces. If using liquid disinfectant, the user would spray the surface with the disinfectant and wipe it using a disposable towel to clean the surface (“spray-wipe”), followed by another “spray” to disinfect the surface. When using disposable disinfectant wipes, the process is described as wipe-discard-wipe because the user uses one wipe to clean the surface, discards the wipe, and uses a second wipe to disinfect the surface. Disinfectant products should not be used as cleaners unless the label indicates the product is suitable for such use. The Centers for Disease Control |

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| | <p>and Prevention recommends following manufacturer recommendations for use (e.g., amount, dilution, contact time, safe use, disposal).</p> <ul style="list-style-type: none"> ● Custodial staff will clean and disinfect surfaces twice daily, as well as high touch common areas such as door knobs and handrails. ● Wipes and cleaning supplies will be provided to each classroom. ● The School may provide electrostatic cleaning after school hours. ● Students may not share materials. In early childhood classrooms sharing may be allowed, but materials will be cleaned and disinfected frequently. |
| Common spaces | <ul style="list-style-type: none"> ● All indoor common spaces are closed and have been converted into office spaces and/or after school spaces. |
| Communication about COVID-19 | <ul style="list-style-type: none"> ● RIDE is working with RIDOH on communications protocols for students and staff who have tested positive. ● The School will notify parents and staff as soon as we learn of a positive case. ● HIPPA regulations prevent the School from releasing personally identifiable health information |
| Contact tracing | <ul style="list-style-type: none"> ● The RIDOH assumes all responsibility for contact tracing. ● Teachers and staff will be expected to maintain personal contact tracing journals. ● Parents should keep contact tracing journals for members of their household. ● Teachers must maintain up to date seating charts to provide upon request. |
| Copy machines and printers in common spaces | <ul style="list-style-type: none"> ● Students will not be allowed to use copy machines or printers. ● Staff must clean and disinfect hands prior to using the machines. ● Staff must clean and disinfect touched surfaces prior to using the machines. ● Staff must clean and disinfect touched surfaces after using the machines. |
| Deliveries and Receiving | <ul style="list-style-type: none"> ● All deliveries and receiving must be accepted outdoors, with the exception of food service deliveries. Food service delivery personnel will wear masks when in the building. |
| Dismissal | <ul style="list-style-type: none"> ● Each school will develop a staggered schedule for dismissal that prevents crowding. ● Six feet distance will be maintained for the arrival period. Six feet distances will be marked outside of the school buildings. ● Students will be assigned to specific entrances and exits, which will be marked on the exterior of the buildings. |

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| | <ul style="list-style-type: none"> ● Students will be required to use hand sanitizer before entering the bus. ● Masks are required everywhere in the school building or outdoors if in close proximity to others, including arrival and dismissal. ● Parent pick up locations will be outside of the school. ● PikMyKid app will be instituted at the lower and middle schools to assist with managing dismissal times. The app informs the teacher when the parent has arrived at school. Lower school will begin starting the first day, and middle school may phase in PikMyKid for dismissal. ● Early dismissal will not be allowed within 20 minutes of the end of the school day. Parents will be required to call ahead when picking up their children. ● A designated staff member will escort students to parents for those who have a late dismissal. ● Each school will need to develop a plan for students waiting to be picked up, including supervision and a waiting area. |
| Flexible teacher work spaces | <ul style="list-style-type: none"> ● In cases where teachers are working collaboratively in a space, such as a conference room, teachers will clean and disinfect the space before leaving. ● 15 minutes should be scheduled in between teacher work groups. |
| Food delivery | <ul style="list-style-type: none"> ● Food delivery is not allowed at all, including from restaurants, food delivery services, or parents. |
| Front office spaces | <ul style="list-style-type: none"> ● Front office spaces are for the secretary and assistant to the principal. ● Staff visiting front offices should keep visits briefs. ● There is no loitering allowed in the front office spaces. |
| Greetings | <ul style="list-style-type: none"> ● No touch warm greetings only are allowed. This excludes handshakes, fist bumps, hugs, and other greetings involving touch. |
| Hallways | <ul style="list-style-type: none"> ● Six feet distances will be marked by painter's tape in all hallways. ● Classroom transition periods will be identified for all reasons for leaving the classroom including recess and outdoor periods, specials, bathroom breaks, and arrival and dismissal. |
| Handwashing | <ul style="list-style-type: none"> ● Teachers will teach, model and reinforce proper handwashing procedures. These procedures can be found here, and include using soap and warm water, for at least 20 seconds. Students must wash hands after blowing their nose, coughing, or sneezing, and after touching high touch surfaces such as door |

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| | <p>knobs and handrails.</p> <ul style="list-style-type: none"> ● Portable hand washing stations and soap will be made available in all locations without sinks. Teachers may use a training video developed for portable hand washing stations. ● Hand sanitizer will be available in all classrooms for frequent use. |
| Isolation rooms | <ul style="list-style-type: none"> ● The best place for a symptomatic student to wait is outdoors. However, each school has also identified locations for isolation rooms. <ul style="list-style-type: none"> ○ Lower School: The restrooms for boys and girls on the main level have been modified to accommodate isolation rooms on either side of the hallway. A hospital curtain will be installed, and a bathroom exhaust fan will be installed in each isolation room. ○ Middle School: The nurses office has been modified to include an isolation room in the former closet, and a second room in the office adjacent to the nurse's office. Bathroom exhaust fan has been installed in the nurse's office and isolation room. ○ Upper School: The isolation rooms are located in the office adjacent to the nurse's office, separated by a hospital curtain. |
| Mask compliance | <ul style="list-style-type: none"> ● A separate section has been included about masks titled, "PPE." ● Masks are required by all faculty and staff. The best way to teach about wearing masks is to teach how the coronavirus spreads. One resource is this video. ● Students are expected to wear masks for as long as they may tolerate them. ● If students have difficulty wearing masks, teachers will need to provide accommodations that can help, including providing frequent mask breaks and a mask break station in the classroom. This would be a 8x8 area in which the student sits but may not talk. The area can be in the hallway outside the classroom. Again, students taking breaks from masks may not talk. ● Students who refuse to wear masks will be sent home. ● Students who cannot wear masks and have a medical exemption will need immediate administrative attention. |
| Meals (breakfast, lunch and snack) | <ul style="list-style-type: none"> ● Meals and snacks will be served in classrooms, or outdoors. ● Teachers will need to schedule handwashing or hand sanitizing before every meal and snack period. ● All meals will likely be "grab and go," without serving utensils, in order to avoid adult contact. ● Only adults may distribute snacks and meals, with gloves and |

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| | <p>masks.</p> <ul style="list-style-type: none"> ● Students may not pass meals, snacks or drinks. ● Students may not share food and there will be no share tables. ● Food service staff will deliver meals and snacks to classrooms. ● Custodians will visit classrooms after meal and snack service. ● Students will be expected to clean up after themselves when they are finished eating. ● Teachers will use a point of sale system, identifying who was served a meal and record keeping may not personally identify any student eligible for free or reduced priced meals. ● In classrooms with students having a food allergy, the school nurse teacher will work with classroom teachers and parents to institute nut free classrooms. ● The best way to mitigate transmission of COVID-19 during meals and water breaks is to a) do it outside or b) institute a no-talk rule. In the absence of those two features, distancing and portable plexiglass structures should be used to mitigate the risk of transmission. |
| <p>Nurse visits</p> | <ul style="list-style-type: none"> ● Staff will be asked to reduce the frequency of sending students to the nurses office unless related to COVID-19 symptoms. ● All classrooms will be provided with first aid kits. ● Students visiting the nurse for COVID-19 symptoms must be escorted to the nurse’s office by a staff wearing face masks and gloves if holding a young child’s hand. |
|  <p>Outbreak Response Protocol</p> | <ul style="list-style-type: none"> ● Report to the school nurse teacher any student or staff with symptoms (staff self report). ● Students must be escorted to the nurse's office by staff wearing face masks and gloves if holding a young child’s hand. ● All students and staff with any symptoms will be sent home immediately. ● Probable cases may not return until a negative COVID-19 test. For a positive COVID-19 test, it is a minimum of ten days since symptoms started before the student can return to school, and the RIDOH will identify the return date. ● All students and staff who have traveled outside the U.S. or from one of the identified states may not come to school, or will be sent home for the 14 day quarantine period. ● If you know of a student or staff who has traveled out of the country or a state on the list linked above you must report that to the school nurse teacher. ● Again, students and staff may not be in school due to the required 14 day quarantine for purposes of travel so report any known cases immediately. ● All probable cases will be tested for COVID-19 before returning to school. Symptoms for probable case: cough, shortness of |

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| | <p>breath, difficulty breathing, new loss of taste or smell; or, two or more of the following: fever, chills (rigors), muscle aches (myalgias), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose</p> <ul style="list-style-type: none"> ● Close contacts of a positive case must be tested and quarantined while waiting for a test result. |
| Personal protective equipment (PPE) | <ul style="list-style-type: none"> ● Face masks are required for all employees as identified in workplace safety policy. ● Face masks are required by all students as identified in dress code. ● Students and staff should bring their own cloth face masks. ● Face masks are available at each school as a backup, however all staff and students are expected to bring their own daily. ● Each school currently has an ample stock of cloth masks, 3-layer masks, KN95 masks, face shields for adults and children, gowns for nursing staff, gloves. ● Teaching students about using PPE will be required in all classrooms. See here for a list of resources. ● Teachers should use developmentally appropriate ways to recognize and reward students for meeting mask wearing expectations. |
| Physical exchange of paper and other material | <ul style="list-style-type: none"> ● Teachers must sanitize hands prior to distributing materials. ● Students must return materials and work into a bin, one at a time, and the bin should remain untouched for 24 hours. ● There cannot be any shared materials in the schools. ● In the case of early childhood, shared materials will be cleaned and disinfected after each use. ● Students will be expected to clean and disinfect their work areas frequently. |
| Recess and outdoor time | <ul style="list-style-type: none"> ● If it can be done outside, teachers should find ways to increase the amount of time students spend outdoors. ● Adults facilitating activities during recess and outdoor time can significantly improve school culture. A number of resources are available, and should be shared using this link. ● Spending time off campus is permissible under the following conditions: approval by building administrator and head of school, parent/guardian permission on file and updated regularly. ● Students and staff are expected to wear masks when in close proximity to others when outdoors. ● Students may take breaks from masks outdoors but should maintain physical distance from others. ● Students who are doing vigorous exercise may be allowed not to wear masks but must be distanced 14 feet away from others. |

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| Restrooms | <ul style="list-style-type: none"> ● Restroom schedules will be developed by classroom. ● Students who require to use restrooms outside of scheduled hours will be assigned locations. ● Custodial staff will be stationed outside of restrooms according to the developed schedules. |
| Self-attestation | <ul style="list-style-type: none"> ● Anyone entering the school buildings must complete a self-attestation form every day. This is required every day anyone will enter the building. ● For students and staff, the PikMyKid app will be the most efficient method of collecting these forms. ● Staff using PikMyKid must use the phone app, not the web browser version. Staff who have children attending Paul Cuffee School need to pay attention to the difference between the school in which they work and the school their child attends. ● For anyone else, a hard copy form must be submitted each day. |
| Sharing | <ul style="list-style-type: none"> ● Sharing of materials is not allowed, except for in early childhood classrooms with sufficient cleaning and disinfecting. |
| Sick leave and absences | <ul style="list-style-type: none"> ● All staff should read and understand the School's COVID-19 Sick Leave policy. |
| Signage | <ul style="list-style-type: none"> ● Signage has been purchased and will be installed for CDC guidance including hand washing, no touch greeting, social distancing and mask wearing. |
| Social distancing | <ul style="list-style-type: none"> ● Every student and staff should attempt to remain at least six feet away from others, or if less than 6 feet for fewer than 15 minutes. ● Classroom set ups should be designed to accommodate six feet distance when measuring from center of desk to center of desk. ● In cases where six feet distance cannot be maintained, contacts should be limited. Also, teachers should keep records of students within six feet of others for greater than 15 minutes. ● It is understood that students may be closer than six feet when in small, stable pods. ● Social distancing should be maintained in school buildings and outdoors. ● Students in stable groups must remain 14 feet away from students in other stable groups. |
| Staff Lounge and Workroom | <ul style="list-style-type: none"> ● Students will not be allowed to enter staff lounges or workspaces. ● Staff must clean and disinfect hands prior to using appliances. ● Staff must clean and disinfect touched surfaces prior to using the appliances. ● Staff must clean and disinfect touched surfaces after using the appliances. |

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| | <ul style="list-style-type: none"> ● Staff may not eat or loiter in the staff lounge/workroom. ● Staff must wear masks in all areas of the building, including the staff lounge/workroom, and if outside in close proximity to others. ● Staff are encouraged to bring their own coolers and avoid using the staff lounge/workroom. |
| Start and end times | <ul style="list-style-type: none"> ● <u>Lower School:</u> Students: 8:00-2:00 Staff: 7:30-3:00, teaching partners until 3:30 ● <u>Middle School</u> Students: 9:20-3:20 Staff: 8:50-4:20 ● <u>Upper School:</u> Students: 9:15-2:15 for Grades 11-12; 9:15-3:20 for Grades 9-10 Staff: 7:45-3:25 |
| Student personal belongings | <ul style="list-style-type: none"> ● Personal belongings will be stored in personal backpacks and backpacks will be stored in cubbies, on the back of one's own chair, or on an adjacent chair. Where cubbies are used, students will visit cubbies one at a time. Students may not use lockers. In the youngest grades, staff will facilitate student storage. |
| Testing sites for COVID-19 | <ul style="list-style-type: none"> ● A link to testing sites for COVID-19 can be found here. https://docs.google.com/spreadsheets/d/1zFQ5zbG3frQ1vLgOqZMb8H4irqMWe1c6ar54tnkDE6I/edit#gid=1383286284 |
| Transportation for grades K-8 | <ul style="list-style-type: none"> ● CDC guidelines significantly reduce the number of students who can ride the bus at 36 students per bus or 50% capacity. ● Students will be eligible for transportation based on the school's current policy: 1.0 miles lower school; 1.5 miles middle school; 2.5 miles upper school. ● The School may consider extending the walking distances if unable to accommodate additional students. ● Parents/guardians will complete a self-attestation form via PikMyKid prior to students boarding buses. ● Students will stay in assigned seats. ● Bus windows will remain open. ● Student expectations on the bus will need to be adhered to regularly. Staff may need to ride the buses with the students to teach and reinforce expectations. ● Students will be expected to wear masks, stay seated forward, and keep voices low. No food or beverage will be allowed. ● Siblings will be assigned to the same seat. ● Schools will assign bus duty, with one individual bearing responsibility for collecting seating charts at the beginning of each day (driver will record students present in the AM as well as PM run from the day before). Bus duty staff will provide copies to |

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| | <p>the front office each day.</p> <ul style="list-style-type: none"> • Students who do not meet bus expectations will not be allowed to continue riding the bus. • If a student has been discovered to have had symptoms while on the bus, the student will wait outdoors until a nurse teacher can address the situation. |
| Transportation for grades 9-12 | <ul style="list-style-type: none"> • Students selecting in-person learning are eligible for a RIPTA bus pass if they live further than 2.5 miles from the upper school. |
| Travel restrictions | <ul style="list-style-type: none"> • Students and staff must quarantine for a period of two weeks if traveling out of the country or from specific states. That document can be found here. |
| Uniforms | <ul style="list-style-type: none"> • Face masks are required and should be cleaned daily, must cover nose and mouth, may not be a neck gaiter or handkerchief, and may not include a vent. Face shields may not substitute facemasks. There have been no other changes to the Dress Code Policy. |
| Visitors | <ul style="list-style-type: none"> • The School discourages in-person visitors. Staff should make every attempt to meet with families and partners via videoconference. Building leaders may make exceptions based on the nature of the visit and will be responsible for supervising mask compliance and social distancing of all visitors. |
| Water | <ul style="list-style-type: none"> • Water fountains are not allowed to be used by any student or staff. • Students and staff are encouraged to bring their own water. • The School has provided bottled water to every classroom. Teachers should notify the front office when supply gets low. |



RIDE Rhode Island
Department
of Education

September 11, 2020

Director Christopher Haskins
Paul Cuffee Charter School
459 Promenade Street
Providence, RI 02908

Dear Director Haskins,

The Rhode Island Department of Health (RIDOH) and the Rhode Island Department of Education (RIDE) appreciate your Local Education Agency (LEA) participation in the COVID-19 Facilities and Physical Plant Walkthroughs. Walkthrough Teams met with administrative and physical plant leaders in your school(s) to complete the [COVID-19 Facilities and Physical Plant School Checklist](#) and to engage with staff regarding any challenges they are having to ready school facilities.

Following the visit to your schools you should have received a completed checklist(s), to assist you in your ongoing planning and to track and address any items that were marked “in progress” or “no,” to ensure the appropriate mitigation efforts are in place before the start of on-site learning. You should have received a follow-up communication identifying areas that needed to be closed out before the start of school. This letter is to inform you that we are satisfied with all of the information that you recently provided as a follow-up to that communication and wish you the best of luck for the start of the school year.

We appreciate all of the work that you and your teams have done to implement those mitigation measures. If you need any additional technical assistance during the school year, please email or call the LEA Assistance EdocRhodeIsland@gmail.com.

Thank you for your partnership as we work together to ensure a safe return for staff and students to in person learning.

Sincerely,

A handwritten signature in black ink, appearing to read "Nicole Alexander-Scott". The signature is written in a cursive style and is positioned above the typed name.

Nicole Alexander-Scott, MD, MPH Angélica Infante-Green Director Commissioner
Rhode Island Department of Health Rhode Island Department of Education

LEA Reopening Planning Template

LEA Name: Paul Cuffee Charter School
Point of Contact: Christopher Haskins
Contact information: reopening@paulcuffee.org

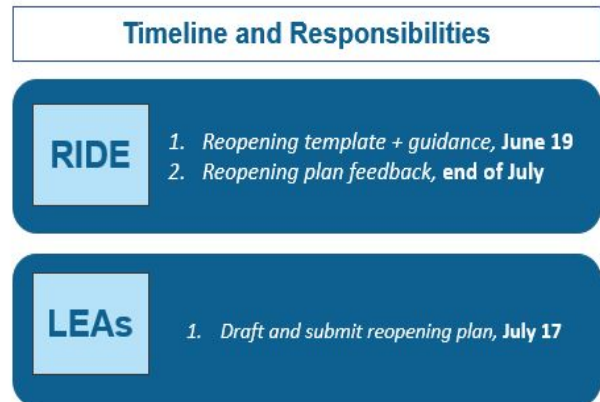
Latest update: 07-31-2020

Introduction

Overview and Purpose

This document outlines the critical components needed for a school district's reopening plan. LEAs will use this template to create plans **aligned to the guidance document** titled "[Back to School RI: Health-and-Safety Guidance to Reopen Rhode Island's Elementary and Secondary Schools.](#)" 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 reopening plans. Then use the planning template included below each table to capture the identified information and evidence to return to RIDE. Completed templates must be returned to RIDE by **July 17, 2020**. LEAs will receive feedback on their reopening plans by the end of July.



Outline of Reopening Plan Components

Reopening 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 reopening plan should include:

1. Message from the Superintendent

July 17, 2020

"Keep Calm, Stay Safe."

Opening schools during a pandemic has never been done before so everyone should be prepared for significant changes this year. We can do this! But social distancing, maintaining consistent small groups, staying home when sick or symptomatic, frequently washing your hands, frequently disinfecting surfaces, wearing facemasks or cloth coverings, and prohibiting visitors will all be required. We should be glad school is opening but expect it to look very different this year, expect that schools may close for a period of time, and expect distance learning to continue in some fashion.

This plan represents the School's current thinking about school re-opening. Since guidance is limited, incomplete, and changing all the time, we reserve the right to make changes to these plans. At this time, we've been able to collaborate with teachers, parents, students, and other schools in order to do our best thinking about how to reopen school. We have identified these as our guiding values for the school community: safe and healthy students and staff, attention to social and emotional learning, teaching priority academic content, and joyful learning in community. A number of committees are working throughout the summer to prepare our reopening plans and reporting to the School's Reopening Executive Committee. These committees are focused on:

- Physical plant improvements
- Nursing and prevention
- Transportation
- Teaching and learning
- Human resources and staffing needs
- Before and after school programs

While we don't yet have all of the information right now about school reopening, you can expect school scheduling to change in several ways:

- Families may choose the distance learning option but students will be required to maintain the same level of coursework as in-person learning
- Significantly limited public transportation will be available and we will be extending the distance for which students will be eligible for a bus
- Students and staff will be wearing cloth face masks while in school and on the bus
- All schools will have adjusted start times and end times
- Students will remain in small, stable groups throughout the school day and for the duration of the school year
- Students will not be changing classes and instead will remain in the same location each day
- School meals will be delivered to classrooms
- Students will be expected to clean their own desks and school supplies frequently
- Specials subjects may be integrated into the core classes
- Chorus and instrumental classes will be cancelled
- Classroom instruction will include a combination of in-person and virtual learning even when in full in-person learning
- Distance learning will be a requirement for all students about once every month next year (see the statewide school calendar)
- Athletics will probably be cancelled this fall and clubs will probably be virtual

As the superintendent and head of schools I am the person with single-point accountability for this plan, so all parents and caregivers should feel like they have a direct line to my office.

Please contact me through this email address, reopening@paulcuffee.org or by calling the lower school at 453-2626, for all matters related to the School's reopening plans.

The best thing parents and caregivers can do right now is to secure a back-up plan for child care. There are two reasons for this. First, there is a very strong possibility that schools could close soon after reopening for an extended period of time. Second, we will be setting strict policies about parents not sending children to school when sick or symptomatic. If showing symptoms at school, parents will need to have their children picked up within one hour. Parents will be required to complete a self-attestation form every school day prior to sending children to school. This is a series of questions related to COVID-19 symptoms. It is required that parents answer these questions every day. Children showing any symptoms may not return to school until receiving a COVID-19 test, or other medical documentation. Having a back-up plan to the back-up plan would be very good advice for all parents and caregivers this school year.

If you do not wish to send your child to school in the fall then we need to know this definitively. Parents will be able to make decisions about in-person and distance learning for their children as the school year continues. If you choose distance learning you should know it's a commitment for a period of time, most likely eight weeks, after which time you may continue to choose distance learning or to send your child to school. If you plan to send your child to school in the fall and later change your mind we will still be able to provide a distance learning program for you. Distance learning will look different than it did last year, requiring more time, more work, perhaps more adult assistance for the younger learners, and using a schedule consistent with the in-person school day. **Please complete the attached forms which will help us in our planning for in-person and distance learning.**

The greatest challenge the School faces is providing transportation and we need everyone's help in order to accomplish this. Under the new health guidelines we can only transport 22 students per bus. For the lower and middle schools this means a maximum of 264 out of our 563 students may be bussed to and from school. In order to accomplish this we will only be able to provide transportation for students who have no other options to get to school. We know that many families will be able to drive their children to school if it coincides with their work schedules so we are planning to offer before and after school child care, up to an hour prior to school opening and an hour after school closes. In addition to early drop off and late pick up, we are exploring the possibility of walking buses to locations within walking distance to the school. We are looking for volunteers to assist with the effort so please contact Ms. Maria Palmgren, executive assistant to the head of school, if you would like to be included in this planning. **Please complete the attached forms which will help us in our planning for transportation.**

As you know, the COVID-19 situation is changing all the time. If you'd like, you can visit the Rhode Island Department of Education's [website](#) for the latest statewide information. In the meantime, anticipate updates from Paul Cuffee School as we prepare for school opening August 31.

Best wishes to you, your children, and your families as we all get through these challenging times by keeping calm and staying safe.

Yours truly,

Christopher Haskins

THIS FORM MUST BE RETURNED TO SCHOOL FOR EVERY STUDENT NO LATER THAN JULY 31

Send forms to reopening@paulcuffee.org

Please list each child separately and indicate your decision for in-person learning or distance learning this fall. Parents and caregivers of students in grades K-8 should also indicate if you will require school bus transportation.

| Name of student (please list each separately) | Entering grade | Check box if in-person learning | Check box if distance learning | AM transportation required | PM transportation required |
|---|----------------|---------------------------------|--------------------------------|----------------------------|----------------------------|
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2. Vision and Guiding Principles for Re-opening

Core Values Driving the Plan

Safe and healthy students and staff

Preventing the spread of illness and responding rapidly to COVID-19 is our top strategy. Keeping our students and staff safe and healthy will require a significant amount of preparation to make sure that all of our classrooms, hallways, common areas, restrooms, and buses remain clean and sanitized. A significant amount of preparation will need to go into the teaching, re-teaching, reinforcing, reminding, and rewarding of student and staff habits that help keep us all safe, including staying home when sick, wearing masks, keeping social distance, washing hands frequently, and cleaning surfaces frequently Meeting the new norms will require students to learn new habits and learn in new ways. In every way we do school this year, from beginning to end, we will need to pay special attention to preventing the spread of illness. Additionally, the School’s rapid response to COVID-19 will require swift action and execution of the School’s Emergency Operations Plan.

Attention to social and emotional learning

The American Academy of Pediatrics identified socialization as a primary reason to return to school. Socialization is also a primary benefit of the Responsive Classroom and Developmental Designs practices used in K-12 classrooms. Students may need greater access to mental health services and we're planning for that need. Now more than ever, it is important for school and classroom rules and expectations to become crystal clear, and for rewards and recognitions to be made frequently and routinely. How do we create classroom environments where students feel safe, where they're valued, and where they can learn to their fullest potential? We're rebuilding how we do school; therefore, we need special attention to these differences and how they impact students socially and emotionally.

Teaching priority academic content and skills

Students did some amazing work over the distance learning period and teachers have been able to see what they can do remotely. When we return we will narrow the focus of instruction and provide greater time and attention to the knowledge and skills that are most important for success: reading for meaning, effective writing, mathematics problem solving and skills, scientific methods, and culturally relevant topics related to the social sciences. We will need to bring a culturally relevant lens to these teaching opportunities. Some students can and want to do more so we will need to attend to accelerated learning opportunities. Students who are participating in distance learning will be expected to learn as much as if participating in full in-person learning activities.

Joyful learning in community

Without fun all of this can seem like an exercise in despair. Our motivation is to build community and emphasize teamwork. Our smaller sized groupings will provide the desired opportunities for students to get to know one another better and for teachers to get to know each student better. Learning is fun in a supportive environment and this is a time where we can prioritize the joy in learning. One important lever for joy is in finding success with difficult tasks, like answering the challenge problems, thinking deeply about what you're reading, writing persuasively, doing routine physical exercise. Making interpersonal connections, finding humor, appreciating the arts, finding novelty, and providing movement are all strategies that will help us not only to survive this period but to thrive as learners.

The process of building the plan

To be clear, this plan is as detailed as the limited guidance and short timeframe we've been given. Building this plan has been and will continue to be an iterative process. This plan is the result of meetings from several committees across three schools who participated in dozens of Google hangouts. Our collaboration was guided by several sources, including the Rhode Island Department of Health, Rhode Island Department of Education, American Academy of Pediatrics, Metropolitan Center for Research on Equity and the Transformation of Schools at NYU, and DMGroup's Operations, Instruction, and Social-emotional research briefings. Thank you to the following members of our community who are dedicating their time and talents to ensuring a safe and healthy school reopening:

- Reopening executive committee
Jeff Dronzek, Chris Haskins, Rah'd Letang, Maria Palmgren
- Emergency operations team

George Albuquerque, Claudia Arroyave, Josie Batista, Brooke Beach, Becky Coustan, Ana Dias, Jeff Dronzek, Catherine Edwards, Rod Gamble, Ben Harris, Rah'd LeTang, Wally Menders, Beth Morris, Maria Palmgren, Kelly Polak, Melissa Polak, Genevieve Schultz, Kathleen Tudino

- Physical plant improvements

Jeff Dronzek, Chris Haskins, Henry Leite, Rah'd Letang, Wally Menders, Maria Palmgren

- Nursing and prevention

Claudia Arroyave, Melissa Polak, Kathleen Tudino

- Transportation

Jeff Dronzek, Rah'd LeTang

- Teaching and learning lower school

Josie Batista, Brooke Beach, Becky Bueno, Becky Coustan, Ana Dias, Catherine Edwards, Stacy Gale, Julia Karahalís, Andrea Lahlum, Rah'd LeTang, Mekahla McDonnell, Marlon Mussington, Helen Orellana, Sherri Poirier, Marianella Solano, Kathleen Tudino, Robin Yabroudy

- Teaching and learning middle school

George Albuquerque, Rose Clapprood, Rod Gamble, Ben Hall, Julia Karahalís, Lisa Kenney, Kelsey Lucas, Beth Morris, Melissa Polak, Cindy Sangiovanni, Mimi Silk, Brianda Vargas

- Teaching and learning upper school

Claudia Arroyave, Adriana Gutierrez, Abraham Henderson, Aisha Isabel, Gerri Lallo, Victoria Lamp, Carla Molina, Al Pari, Gisele Polanco, Jeff Rackauskas, Yarielis Sanchez Rojas, Genevieve Schultz, Devvin Sosa

- Human resources and staffing needs

Andrea Carrera, Jeff Dronzek, Chris Haskins, Maria Palmgren

- Before and after school programs

Janell Blyden, Catherine Edwards, Scott Medeiros, Charlayne Osborne

3. Strengths and Challenges from Spring 2020

This list of strengths and challenges from distance learning was obtained through surveys and Google Meets conducted across the three schools with students, parents and teachers. Additional surveys will be administered and analyzed in preparation for the start of the school year.

Strengths

- 1:1 device deployed to every student in grades K-12 within first two weeks of distance learning
- Home internet connection for every student
- 100% teachers and students using Google Classroom
- Opportunities to connect with classmates and teachers
- Teacher office hours
- Fewer distractions at home
- Comfort of working/learning at home
- Clarity around assignments and expectations
- Live, synchronous classes

- Access to teachers and staff
- Teachers who were clearly organized
- Moving school-wide celebrations online
- Appropriate levels of challenge
- Social workers and school psychologist support
- Service providers giving small group and individual instruction
- Daily meetings between administrative team and between teachers and principals
- Building habits for working alone, increased responsibility
- Sending books 3D learning materials to each household at the lower and middle schools
- Independent reading program (winners of Governor’s RI Reads at Home Reading Challenge)
- Virtual mentorship program connecting upper school students to lower school students
- School-wide reading celebrations

Challenges

- Being separated from peer group
- Students and teachers with competing priorities at home
- Keeping track of assignments from several teachers
- Parents having to visit different sites depending on teacher
- Motivation for some students
- Distractions at home
- Maintaining a consistent schedule
- Dealing with stress and anxiety from quarantine
- Overall mental health for students and staff
- Having a consistent, quiet space to do work
- Adult assistance for youngest learners
- Sleep schedules
- Headaches from screen time
- A feeling of having to complete work rather than engage in learning
- Parents, teachers and administrators overworked

4. Critical Components of Reopening Plan (included in tables below)

Stable group sizes

| | | | | |
|---------------|---------------|-------------------|-------------------|-------------------------|
| School Campus | Full distance | Limited in-person | Partial in-person | Full in-person learning |
|---------------|---------------|-------------------|-------------------|-------------------------|

| | | | | |
|---------------------|-----------------|----------------------|----------------------|----------------------|
| | learning | learning | learning | |
| Lower School (K-5) | 15-17 (at home) | up to 15 (in school) | up to 15 (in school) | up to 15 (in school) |
| Middle School (6-8) | 15-17 (at home) | up to 15 (in school) | up to 15 (in school) | up to 15 (in school) |
| Upper School (9-12) | 15-17 (at home) | up to 15 (in school) | up to 15 (in school) | up to 15 (in school) |

Reopening Scenarios

See above P. 1

Reopening 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. Over the next few months, RIDE will be compiling and updating guidance resources to support LEAs in drafting key components of their reopening plans. Additionally, RIDE will support LEAs by providing feedback on reopening plans and opportunities for peer review of plans through a public-school consulting organization (District Management Group).

Plan Submission Process

1. RIDE releases guidance document and planning template on **June 19, 2020**.
2. Each LEA completes the template with assurances and evidence, as applicable. Plans must be submitted to reentry@ride.ri.gov by **July 17, 2020**.
3. RIDE provides confirmation of receipt of the plan and notifies the LEA if any additional information is needed prior to review of the application.
4. RIDE reviews the application and provides feedback to districts by the end of July.

Critical Components of an LEA Reopening Plan

The following tables include critical components that should be included in each LEA's reopening 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 must 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 must incorporate** into plans and **need to be submitted to the 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 all three reopening scenarios: limited in-person, partial in-person, and full in-person with a degree of distance learning incorporated into all plans. In this document, please provide responses for the full in-person scenario as outlined by the governor and note how the plans will be adjusted/modified for partial and limited in-person scenarios.

This document is due to **RIDE by July 17, 2020.**

| Health and Safety (COVID-19 Control Plan) | | |
|---|------------------------|---|
| Provide Assurance | Submit Evidence | |
| Face masks and coverings | | |
| X | | a. <i>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.</i> |
| X | | b. <i>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).</i> |
| X | | c. <i>Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</i> |
| | | d. <i>Implement other procedures, as needed.</i> |
| Social distancing and organizing personnel | | |
| | X | e. <i>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.</i> |
| X | | f. <i>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.</i> |
| X | | g. <i>Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.).</i> |
| X | | h. <i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i> |

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| X | | i. <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.</i> |
| | | j. <i>Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.</i> |
| | | k. <i>Implement other procedures, as needed.</i> |
| Responding to a positive case or outbreak | | |
| X | | l. <i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i> |
| | X | m. <i>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.</i> |
| X | | n. <i>Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include:</i> <ul style="list-style-type: none"> - <i>Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case</i> - <i>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.</i> - <i>Closing a portion or entirety of the workspace for a thorough cleaning</i> |
| | X | o. <i>Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.</i> |
| Minimizing access by COVID-19-positive or symptomatic individuals | | |
| X | | p. <i>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.</i> |
| | X | q. <i>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 district’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.</i> |
| | | r. <i>Implement other procedures, as needed</i> |
| Communication with staff and students | | |
| X | | s. <i>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.</i> |

| | | |
|---|---|--|
| X | | t. Post signs or posters describing the district'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 | u. 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 | | v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication. |
| X | | w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns. |
| | | x. Implement other procedures, as needed. |
| Cleaning and decontamination | | |
| | | y. 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 | | z. 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.) |
| | | aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed. |
| X | | bb. 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 | | cc. 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. |
| | | dd. Implement other procedures, as needed. |
| Industry specific guidance and updates | | |
| X | | ee. Identify and review guidance specific to education and childcare on www.reopeningri.com/ . |
| | | ff. 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 |

| | | |
|--|--|---|
| | | ii. Stay in touch with key community partners regarding education and childcare specific guidance |
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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 | <i>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.</i> |
| x | <i>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.).</i> |
| x | <i>Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</i> |
| x | <i>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.</i> |
| x | <i>Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).</i> |
| x | <i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i> |
| 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.</i> |
| x | <i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i> |
| x | <i>Prepare the district to respond to a positive case or outbreak in a school building or central office.</i> |
| x | <i>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.</i> |
| x | <i>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.</i> |
| x | <i>Post signs or posters describing the district'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.</i> |

| | |
|---|---|
| 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 district 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.

The key to understanding how the schools will operate under each reopening scenario is that the schools will organize classroom spaces and groupings in the same way no matter which reopening scenario: partial in-person, limited in-person and full in-person. Likewise, groupings will remain the same for full distance learning.

Students will be organized in small, stable groups that will remain consistent in every reopening scenario and for the remainder of the school year. The purpose of maintaining these groups throughout each reopening phase is to reduce disruption to the educational process. Group sizes will be approximately 12-15 at each level, elementary, middle and high school each within their own dedicated space. Each small, stable group will be assigned two staff, one teacher and one teaching partner.

In order to accomplish this, each grade level from K-8 will have an additional classroom added. Currently there are three classrooms per grade at 20-21 students each, and we will now create four classrooms per grade at 12-15 students each, which will likely have fewer students because up to 30% will be learning from home.

In order to provide a space large enough for social distancing requirements, all spaces in the schools that are standard classroom size will be converted into classrooms. At the lower school, the rooms that typically house art, music, special education, literacy, and after school will be converted to classroom spaces. Service providers will work in office spaces, and the central office staff who worked in those office spaces will likely need to work from home, or find additional leased space. At the middle level, classrooms that typically housed art, Spanish and library will now be dedicated classroom space. At the upper school, small, stable groups will utilize all classroom spaces on the main and top floors. The classrooms below the main level will not be used for any small, stable groups.

Specials teachers and other service providers may visit classroom spaces while keeping distance and wearing PPE or deliver lessons virtually. Whenever possible, special education and multilingual services will be delivered in a pull-out model, with children visiting teachers in office spaces and separated from teachers by a clear, nonporous barrier. Office spaces will be cleaned and disinfected after each group and teachers will wear PPE. When possible, groups will be scheduled by stable groupings so as to mitigate cross class exposure.

Before and after school programming protocols will be contingent upon the number of students using these services. To reduce demand for bussing the School will be increasing the amount of time it supervises students before and after school to one hour. Therefore, it is expected the School will increase enrollment in before and after school care. Whenever possible these groupings will remain consistent with the school day stable groups. In cases where this is not possible, students will remain separated at a safe distance to mitigate cross-class exposure.

Students and staff will use assigned building entrance/exit locations in order to separate groups entering and exiting the building. Six feet of distance will be marked in the event of crowding.

Recess and outdoor time will be strictly scheduled and allow for frequent use. In addition, the School will designate a smaller outdoor area for students and staff to access on an as-needed basis.

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: |
|---|--|
| Claudia Arroyave Melissa Polak Kathleen Tudino | carroyave@paulcuffee.org mpolak@paulcuffee.org ktudino@paulcuffee.org |

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

Paul Cuffee School will implement the following protocols when a student or staff member tests positive for COVID-19 for all Paul Cuffee schools

- **The School will establish and Emergency Operation Plan for Rapid Response to COVID-19**
- **Each school will assign at least one staff member who is responsible for attending to any students or staff presenting symptoms of COVID-19**
- **Paul Cuffee School will be hiring additional nursing support for each school**
- **Any students experiencing symptoms of COVID-19 will be escorted to isolation rooms immediately. The school nurse teacher will assess whether or not parents have been notified. Nursing staff will remain with student in isolation room until parent is picked up**
- **Parents and guardians will be required to consult a physician within 48 hours and schedule a COVID-19 test**
- **School nurse teacher or designee will notify all staff that a student is in isolation room awaiting pickup, careful to not reveal personal, protected health information**
- **School nurse teacher will inform principal, superintendent, and RIDOH**
- **Principal will communicate to all families that a student was isolated with COVID-19 symptoms by the end of the day**
- **Principal and superintendent will develop and implement the plan recommended by RIDOH and communicate that to families and staff**
- **Symptomatic students will not be allowed to return to school until documentation from a medical provider indicates that testing was negative and there are no restrictions, no evidence or illness restricting attendance, or it is documented that the student is no longer contagious. If the test is positive then students must complete a period of isolation as directed by RIDOH**
- **If a staff member develops symptoms fo COVID-19 while at school they will be instructed to notify the school nurse teacher immediately and leave the building. The school nurse teacher will notify the principal. The principal will communicate to all staff that a staff member left with COVID-19 symptoms. The school nurse teacher will contact RIDOH and inform the principal and superintendent of required next steps. The principal will communicate to all families by the end of day that a staff member left school with COVID-19 symptoms. Principal and superintendent will develop and implement a plan recommended by RIDOH and communicate that plan to families and staff. Within 24 hours the staff member should seek medical advice by consulting their health care provider. The staff member should get a COVID-19 test as needed and notify employer as soon as result of the test is known. Symptomatic staff will not be permitted to return to work until documentation from a physician indicates that testing was negative and there are no restrictions or evidence of illness restricting attendance, or it is documented that the individual is no longer contagious. If the COVID-18 test is positive then staff members must complete a period of isolation as directed by RIDOH.**
- **Paul Cuffee School students will be immediately transitioned to a distance learning program until cleared to return to school with a note written by a physician.**
- **Paul Cuffee School staff will be immediately put on sick leave until cleared to return to work with a note written by a physician.**
- **Paul Cuffee School will follow RIDOH guidelines for quarantining students, staff, and stable groups.**
- **Each school has identified an isolation room with a bathroom for students and staff that are presenting with COVID-19 symptoms. This is an area separate from the nurse's clinic but close enough to allow the nurse to monitor the room. This pace will be clearly marked and communicated to all staff and students.**

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 district'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.

Paul Cuffee School will develop policies related to COVID-19 screening which will include:

- **Staff are required to use Pik My Kid app before arriving at work each day**
- **Parents are required to use Pik My Kid app before sending children to school each day**
- **Staff and students will be directed to stay home sick if experiencing any COVID-19 symptoms separate from known seasonal allergies**
- **Superintendent announcements and school-based announcements will include reminders of staying home when experiencing symptoms and contacting a medical health professional if symptoms continue**
- **Staff and students may be required to have a thermal scanner conducted and those with temperatures greater than 100.4 degrees F will be sent home**

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 while respecting health privacy laws.

Paul Cuffee School will take the following steps to prevent the spread of COVID-19 upon learning of a staff or students who has tested positive for COVID-19:

- **School nurse teacher will contact superintendent upon learning of a positive case**
- **School nurse teacher will contact RIDOH upon learning of a positive case**
- **School nurse teacher and superintendent will follow the RIDOH directive about each positive case**
- **Superintendent will provide RIDOH information about student groupings, if needed**
- **Superintendent will communicate to school community RIDOH decisions related to quarantining**
- **Superintendent and school nurse teacher will keep student and staff names private at all times in order to meet health privacy laws**
- **Paul Cuffee School will be prepared to temporarily resume distance learning for all students quarantine by RIDOH**

| Instruction | | |
|------------------------------------|-----------------|---|
| Provide Assurance | Submit Evidence | |
| Instruction (remote and in-person) | | |
| | | a. Develop a Return to Instruction Workgroup |
| | X | b. 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 and differently abled students. |
| | X | c. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans |

| | | |
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| | | <i>must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.</i> |
| | | <i>d. Consider if and when students will still have access to non-core content (electives, etc.)</i> |
| | X | <i>e. Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.</i> |
| X | | <i>f. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i> |
| | X | <i>g. Demonstrate comparable levels of rigor between online and in-person instruction.</i> |
| X | | <i>h. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i> |
| X | | <i>i. Develop system to continually monitor learning progress and loss.</i> |
| | X | <i>j. Determine changes to testing, grading, report cards, attendance, and promotion policies.</i> |
| Remediation and Intervention | | |
| | X | <i>k. 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 multilingual learners and differently abled students should be noted in the plan.</i> |
| X | | <i>l. 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.</i> |
| | | <i>m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.</i> |
| X | | <i>n. 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.</i> |
| Special Education Services | | |
| | X | <i>o. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.</i> |
| X | | <i>p. Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings).</i> |
| X | | <i>q. Identify what services differently abled students were not possible during the spring semester. Determine how those services will be provided or</i> |

| | | |
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| | | <i>adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?</i> |
| Staff Supports | | |
| | X | r. <i>Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</i> |
| X | | s. <i>Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i> |
| | X | t. <i>Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</i> |
| X | | u. <i>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i> |
| X | | v. <i>Map what technical assistance and support will be offered during all reopening scenarios.</i> |
| X | | w. <i>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).</i> |
| Family and Community Engagement (communication and partnerships) | | |
| | X | x. <i>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).</i> |
| X | | y. <i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</i> |
| | X | z. <i>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.</i> |
| | X | aa. <i>Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.</i> |

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 | <i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i> |
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| | |
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| x | <i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i> |
| x | <i>Develop system to continually monitor learning progress and loss.</i> |
| x | <i>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.</i> |
| x | <i>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.</i> |
| x | <i>Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)</i> |
| x | <i>Identify what services differently abled students lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?</i> |
| x | <i>Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i> |
| x | <i>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i> |
| x | <i>Map what technical assistance and support will be offered during all reopening scenarios.</i> |
| x | <i>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).</i> |
| x | <i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</i> |

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 and differently abled students.

Paul Cuffee School will create an assessment calendar using the first four weeks of school to include:

- **Screening/Benchmark - LS: CBMS: AimswebPlus reading & math, PALS; MS & US: STAR; Foundations (phonics, phonemic awareness, spelling and handwriting)**
- **Diagnostic - LS: AVMR (math), Heggerty (phonemic awareness), MS: QRI (literacy), AVMR (math); US: READ180 (literacy)**
- **Common work tasks to be completed within first four weeks in each academic subject**
- **List additional assessments that will be administered to students in special education and who are multilingual learners - HLS and MLL screening/WIDA screening**
- **Special educators will administer WRAT to students in special education**

For students participating in distance learning, STAR and Aimsweb Plus can be administered online. All assessments may be translated in some ways for distance learning using screencasting software, such as running records to analyze miscues. Additionally, common work tasks may be submitted electronically. Teachers will work with parents to administer some early learning assessments.

2. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.

Paul Cuffee School will analyze student performance beginning Oct 5 and using the October 19 professional day in order to create individualized instructional plans for students not meeting benchmarks. Students in special education and who are multilingual learners will be included in this planning.

At the high school level:

- **Students will be grouped by math core classes in grades 11-12. In grades 9-10 students will be grouped heterogeneously.. Every Freshman will be placed in Algebra 1 and every sophomore in Algebra 2. Teachers will assess student skills and provide remediation plans. The School will support remediation plans, partially through Kahn Missions. Consideration for special education grouping will allow additional support.**
- **Mathematics practices will be incorporated in science classes to account for learning loss in mathematics. Teachers in all classes will be incorporating literacy practices into the content area. Teachers will create in-class assessments delivered in first two weeks.**
- **Teachers across grade levels will plan the units of instruction based on mastery of content the year prior (including the spring distance learning).**

At the middle school level:

- **Students will be housed in small, consistent group advisories/pods with one teacher who will remain with the grouping.**
- **Core teachers will create Tier 1 lesson plans to address grade level content and built in remedial and extension opportunities for students (Tier 2) to be delivered during each class meeting period. Title 1 Math and ELA teachers will collaborate with core**

teachers to help differentiate Tier 1 and Tier 2 lessons for grade level content. Title 1 Math and ELA teachers will create individualized electronic assignments based on beginning of year assessment data to help students fill instructional gaps. Special education teachers will create individualized electronic assignments based on beginning of year assessment data to help students fill instructional gaps. All teachers will utilize 1:1 or small group time during in person and virtual school schedules to support student academic needs.

At the lower school level:

- **Remediation, differentiation and personalisation will be possible through small grouping and daily targeted intervention. Shaped by experiences during distance learning, plans will include grouping by demonstrated need. Multilingual programming will be developed (K, 1, 2-3, 4-5).**
- **Once assessed, teachers will use intervention tools, in-person and line: DreamBox Learning, Khan Academy, IXL, Lexia, Zearn math for intervention; Teaching Number in the Classroom provides the games that students play to master number sense (produce distribute for home use)**

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

Paul Cuffee School will provide the following supports for remote learning similar to distance learning in the spring:

- **Students will be placed in a small group advisory to maintain single point contact for distance learning.**
- **Students will participate in social opportunities including synchronous lessons, morning meeting, Circle of Power and Respect, and recess.**
- **Students will be provided with “must do” and “may do” assignments.**
- **If in the “full distance learning” phase, students will attend teacher office hours.**
- **School will provide technology and access necessary for distance learning.**
- **School will use the same online learning applications as in the spring, Google Classroom, and list others.**

Paul Cuffee School will provide the following supports for remote learning different from the spring:

- **During any in-person phase, students will participate in synchronous lessons through videoconferencing. While teachers are instructing students in the classroom, students who are learning remotely will watch the live streaming video and do the work remotely. This will be modified as appropriate for early learners.**
- **At the high school level teachers will support Pre-advisory time DL and end of day. Teachers will deliver lessons will be delivered synchronously to students in distance learning. Students learning from home will use same methods of getting additional support including scheduled time with teachers during before (pre-advisory period 8:45-9:15) and after school hours (2:30-3:30 scheduled for virtual tutoring for DL and in-person students, students in AP classes, special education turnoting, virtual extracurricular activity)**

- **If in a “full distance learning” phase, classroom schedules will mirror the in-person school day. Lessons will be synchronous whenever possible.**
- **Distance learning schedules will mirror the in-person schedule. A semester schedule for classes at high school level will require students to be enrolled in fewer classes at a time.**

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

Students will be participating in the same lessons online as in-person because the lessons will be streamed live through video. All students, learning in the classroom and learning remotely, will be using Google Classroom. In some cases lessons may be recorded if synchronous lessons are not possible. Students will be using the same online curricular resources as students learning in the classroom. Classrooms teachers will be required to monitor all learning platform data dashboards through scheduled progress monitoring.

Students learning at home will be submitting work through the Google platform as part of each class’s Google Classroom. Whether in-person or online, all student work will be submitted through the Google Classroom allowing for a smooth transition throughout the phases.

All students will be expected to produce the same body of work throughout the school year.

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

The School is not considering changes to testing, grading, report cards, or promotion policies at this time. The Rhode Island Department of Education has not released any guidance about RIGL 16-19-1 Compulsory Attendance therefore it has been undetermined how attendance policies will need to be changed.

The School’s planning teams will review attendance policies to better support students during the COVID-19 period. The School uses an attendance policy and an attendance strategy which the School will review and make recommendations for change of policy.

At the upper school for students who did not pass core classes will be placed in a grade level based on the courses they need to take this year. For these students grade levels have been determined on a case-by-case basis and will place students in grade levels based on the courses completed or credit obtained through credit recovery.

In the case where students participate in distance learning a policy will be developed to identify days present, tardy or absent.. For students who cannot participate in synchronous distance learning the School will create an attendance policy based on teacher check-in and work completed.

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 multilingual learners and differently abled students should be noted in the plan.*

The School's MTSS/RTI model allows for protocol-based and referral-based assistance for students demonstrating academic and social/emotional concerns. The MTSS/RTI model includes entrance and exit criteria. Students in special education and/or who are multilingual learners are included in the MTSS/RTI process.

This is an iterative process allowing the school to continuously review and adjust the academic model.

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

Special education case managers will schedule file review with staff during the months of October and November to a) give students enough time to adjust to the new school year and b) complete reviews prior to the period it is expected schools may close due to the resurgence of COVID-19. IEP review meetings will be scheduled as needed, based on general ed teacher, special ed teacher and parent input. Spec ed teachers: explain the services students are getting, inform parents of school-review, ask if IEP review is needed.

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

Prior to the end of the school year Paul Cuffee School provided a list of PD opportunities and

37 educators participated in professional learning over the summer months, including, Responsive Classroom, Developmental Designs, Reading & Writing Project Institutes, Teaching & Learning in Racially Diverse Schools, Tapping the Power of Book Clubs, A Diagnostic Approach to Planning Decoding & Reading Fluency, Helping Teachers Develop and Teach a Distance Learning Curriculum, Strategies to Inspire Connection, Reflection and Joy in the Age of Covid, Google skills, GLAD, Abolitionist Teaching, Key Nursing Practices, and Anti-Racist education.

After posting this plan, Paul Cuffee School will survey its administrators, educators, support staff, nurses and non-certified staff to determine additional professional learning needs.

Additional professional development will be delivered the weeks of August 17 and August 24 and ongoing throughout the year. These priorities include:

- **Classroom and school-wide prevention practices**
- **First Aid, CPR and CPI**
- **Self care and wellness**
- **Setting priority standards**
- **Teaching learning remotely**
- **Teaching the online platforms**
- **Teaching literacy in the content areas**
- **Using instructional technology**
- **social and emotional learning strategies and lessons**
- **Trauma informed care and practices**

- **Restorative practices**
- **Teaching about race, racism and injustice**
- **Content area instruction**
- **Teaching English language learners**
- **Teacher students with learning differences**

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

Training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive teaching has been scheduled throughout the summer and will continue during the professional development 10-day period August 17-August 28.

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).

Paul Cuffee School has gathered feedback from students, families, teachers, and leaders on experience with distance learning in the following ways:

- **Parent surveys**
- **Students surveys**
- **Staff surveys**
- **Google Meets meetings**
- **Student interns on reopening team**

Most common thoughts about the distance learning period were:

- **Many students feel a lack of motivation learning at home**
- **Most high schoolers responded that they have family responsibilities**
- **Many students struggled with sleep scheduled**
- **Good deal of anxiety and stress (50% reporting)**
- **About a third reported they want to come back to school full-time**
- **Families reported that teachers were easy to get in contact with**
- **About a third felt they did better during distance learning, a third the same, a third did worse, either due to feeling unmotivated or distracted**
- **Biggest barriers to learning including additional family responsibilities, supporting younger students, struggles with anxiety and stress, and irregular sleeping schedule**
- **Students liked working at their own pace during distance learning**
- **Continued school-wide activities**
- **Some parents reported not having as much connection with classmates and classroom community**
- **Concerns about work demand for parents at the elementary school level**
- **Difficult to navigate Google Classroom in combination with other applications, platforms, and other teachers' pages**

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.

Paul Cuffee School uses a formal process to communicate official information to families:

- **Superintendent Communication Protocol**
- **Principal Communication Protocol**

- **Advisor Communication Protocol**

Paul Cuffee School uses two main methods for communicating to families:

- **Remind messaging app**
- **Skylert phone notification**

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

- **Each school's teaching and learning teams will develop lesson plans, programs, and positive behavior prevention plans for school-wide expectations over the course of the summer weeks and the 10 August PD days**
- **School will partner with external organizations for professional development in trauma-informed care, restorative practices, mindfulness, culturally responsive teaching, race and racism**
- **School will work with school psychologist and social workers to prepare and deliver in-house professional development**
- **Teachers and advisors will use the School's SEL programs (Responsive Classrooms and Developmental Designs) to create supportive classroom communities**
- **In addition, lessons will be developed, provided feedback, and delivered to students related to the new expectations for opening school during COVID-19.**

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 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 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. |
| | | 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 district, RI Department of Health, and community partners.

Cecelia Garvey-Burche, School Psychologist

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

Paul Cuffee Schools values staff wellness. As such, the School will conduct an Opening Healing Circle, sharing hopes, dreams, concerns for the year. We will continue our partnership with Center for Resilience. The School will encourage the use of the Head Space app/ Principals will include mindfulness time in meetings. Staff will be notified of employee benefits through the Employee

Assistance Program (EAP). The School will promote staff acknowledgments and celebrations. Mental Health staff will provide a menu of mental health resources for staff.

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. 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, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. More information about the format and detail needed will be provided separately. |
| | X | g. 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 | h. Create 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 | | i. 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.). |

| Transportation | | |
|---|---|---|
| X | | j. Assess student arrival protocol (school bus drop off, parent drop off, etc.). |
| X | | k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation). |
| | X | l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses. |
| X | | m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> - Cleaning schedule - Maximum capacity based on RIDOH guidelines |
| | | n. Update bus routes, as needed. |
| | | o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.). |
| Technology | | |
| | | p. Designate a lead technology point of contact. |
| | | q. Develop a return to school technology plan. |
| X | | r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs. |
| | | s. Survey families to determine technology needs |
| X | | t. Develop process for inventory of technology: <ul style="list-style-type: none"> - Students utilizing school devices at home - Faculty utilizing school devices at home - Return and sanitation of devices - Tracking computer issues |
| Family and Community Engagement (communication and partnerships) | | |
| | X | u. 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 community feedback) |
| X | | v. 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 | | w. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan |

| | | |
|---|--|--|
| | | <i>for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.</i> |
| X | | x. <i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</i> |
| | | y. <i>Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.</i> |

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 | <i>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.</i> |
| X | <i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i> |
| X | <i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i> |
| X | <i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i> |
| X | <i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i> |
| X | <i>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.) LEA Plans must include budget information for all COVID specific funding.</i> |
| X | <i>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.)</i> |
| X | <i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</i> |
| X | <i>Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).</i> |
| X | <i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i> |

| | |
|---|--|
| x | Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing 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, school board, students, families, community members, 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.

Paul Cuffee School will:

- **hire three additional school social workers, one per school**
- **hire one additional teaching partner at upper school, three additional teaching partners at the middle school, and 14 teaching partners at the lower school so that two adults are assigned to each small, stable pod**
- **redesign roles of support staff to achieve smaller ratio and supervise new health and safety guidelines**
- **hire three RN or LPN nurses, one per school**
- **re-assign teaching staff based on area of certification to achieve smaller student to adult ratios**
- **develop a strategy to recruit substitute teachers including increased pay and committing to a minimum number of work days**
- **provide a multi-day robust training program for all substitute teachers upon hire**
- **re-assign certified and non-certified staff to meet 6:1 ratio of students/staff at elementary level, 1:8 ratio at middle level and 1:8 ratio at high school level**
- **hire additional custodial staff to increase day custodians from one to two**
- **contract night custodial services**

2. Create 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.

Paul Cuffee School will implement the following protocols:

- **All meals will be delivered to classrooms**
- **Upper School drop off typically 8:45-9:15 and as early as 7:15, identified waiting areas and students will be assigned to one of five different school entrances**
- **Lower and Middle School start and end times have not yet been established and will depend on bus routing**
- **Middle School will use front door for public transportation, other three entrances for walkers and drop offs**
- **Lower School is researching the PikMyKid app to assist with crowding at arrival and dismissal. Grade levels will be assigned particular entrance/exit points**
- **Restroom locations and schedules will be identified in advance**

3. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpool, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.

- **The School may increase the designated distances for bus eligibility by 0.5 miles at lower and middle schools (1.0 to 1.5 at lower and 1.5 to 2.0 at middle) The School may increase school child care before and after to make drop off pick up more convenient for parents and caregivers**
- **The School will investigate walking buses, where students walk together to a particular place in the community, escorted by adults**
- **The School may consider mileage reimbursement for parents transporting their own children**
- **Allow high schoolers to opt out of RIPTA and receive a school-purchased bike, helmet and lock instead**

4. 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 community feedback).

- **Contracting COVID-19**
- **People misrepresenting self-attestation and coming to school sick**
- **Extreme differences with rules, routines and procedures due to health and safety guidelines**
- **Impact on mental health with wearing masks, social distancing, and staying in the same space all day/year**
- **Going in and out of each of the reopening phases all year without any indication of which phases we'll be in or for how long**
- **Wearing masks all day will be uncomfortable**

(In school) 5 Day Student Schedule:

4 advisories per grade, 2 core blocks per day

With 4 advisory/academic groups per grade, the core subject teachers push into 2 advisories per day (A/B/C). This will leave one section (D) for specials, wellness, more small group differentiated support, independent work, and/or enrichment activities.

4 day rotation (Day 1 = A/B, Day 2 = C/D, Day 3 = B/A, Day 4 = D/C)

| Monday (A/B) | Tuesday (C/D) | Wednesday (B/A) | Thursday (D/C) | Friday (A/B) |
|--|---|---|---|---|
| <ul style="list-style-type: none"> - Morning Advisory *WPRs due back to advisors* - Morning block of 1 Core subject (Math) - Afternoon block of 1 Core subject (Sci) - Staggered lunch and recess breaks - Options for non-core lesson time - Work time - Small group differentiated support time - Specials - Wellness - PM Advisory: Daily classroom cleanup/staggered dismissal | <ul style="list-style-type: none"> - Morning Advisory - Morning Block of 1 Core subject (Hum) - Afternoon Block of 1 Core subject (Non-core time) - Staggered lunch and recess breaks - Options for non-core lesson time - Work time - Small group differentiated support time - Specials - Wellness - PM Advisory: Daily classroom cleanup/staggered dismissal | <ul style="list-style-type: none"> - Morning Advisory with virtual Community Meeting - Morning Block of 1 Core subject (Sci) - Afternoon Block of 1 Core subject (Math) - Staggered lunch and recess breaks - Options for non-core lesson time - Work time - Small group differentiated support time - Specials - Wellness - PM Advisory: Daily classroom cleanup/staggered dismissal | <ul style="list-style-type: none"> - Morning Advisory - Morning Block of 1 Core subject (Non-core time) - Afternoon Block of 1 Core subject (Hum) - Staggered lunch and recess breaks - Options for non-core lesson time - Work time - Small group differentiated support time - Specials - Wellness - PM Advisory: Daily classroom cleanup/staggered dismissal | <ul style="list-style-type: none"> - Morning Advisory - Morning Block of 1 Core subject (Math) - Afternoon Block of 1 Core subject (Sci) - Staggered lunch and recess breaks - Options for non-core lesson time - Work time - Small group differentiated support time - Specials - Wellness - PM Advisory: Daily classroom cleanup/staggered dismissal *WPRs to students* *Deep clean school building* |

Upper School ample Student Schedule

| Sample 11th Grade Student Schedule | | |
|------------------------------------|---|---|
| Time | Schedule | Notes |
| 7:45-8:45 | Travel Time For In-Person Learning | During this time frame, student travels to school using RIPTA, walking, a ride from family/friend, etc. If given a ride, parent is asked to drop the student off inside the parking lot and the student proceeds to the proper entrance. If school is not yet open, the student waits outside where social distancing markers will be placed. Student enters the building between 8:45-9:15am using building entrance 2 (emergency exit on the North side of the building). Student takes the emergency stairwell up to their pod on the top floor. |
| 8:45-9:15 | Pre-Advisory for In-Person & Virtual Learning | Student uses this time as a social emotional check in, opportunity to receive extra support, and some extracurricular & student activities (like All School Meeting Team and Student Senate may happen at this time). Students in school eat breakfast at this time. Breakfast is hosted in the pod location. |

| | | |
|-------------|--|---|
| 9:15-9:40 | Advisory | All students, whether in-person or virtual learning participate in CPR (Circle of Power & Respect) |
| 9:45-10:40 | Semester 1: History 11 Semester 2: Science 11 | Core teachers will rotate to the pod and teach these lessons live. If student is learning from home, they will participate in a live recorded lesson |
| 10:45-11:40 | Elective Block | Students will take any of the electives they are enrolled in during this time period. All lessons will happen virtually to avoid teachers transitions to multiple pods. Students learning from home will take this class in the same format. Elective choices for 11th grade students will include art, music, Spanish, College & Career, & Study Hall |
| 11:40-1:15 | Lunch, Social Engagement & Physical Activity | During this extended period of time, students learning in school will eat lunch in their pod or a reserved outside area, complete their PE/health coursework, participate in advisory activities/games, and take a walk outdoors. Students learning from home can use this time in a similar way |
| 1:20-2:15 | Semester 1: Pre-Calc Semester 2: English 11 | Core teachers will rotate to the pod and teach these lessons live. If student is learning from home, they will participate in a live recorded lesson |
| 2:25-3:25 | Student Support & AP Class Time | Students will have the option to complete any of the following: enroll in an AP class (which will meet virtually from the location of the pod classroom), attend virtual tutoring sessions, travel to work, participate in our staff led book clubs, or participate in extracurricular activities. Students who are not enrolled in these programs will be able to depart school at 2:25. |
| 3:25 | Dismissal | Final departure time. All students will exit the building using the same staircase and entrance originally used |

Feedback from Rhode Island Department of Education (sent 07-28-2020)

**RIDE Reopening Plan
Feedback**

LEA Name **Paul Cuffee Charter
School**

Date July 23, 2020

*(Superintendent notes that this date
is inaccurate, feedback was
provided 07-28-2020)*

I. Reopening Scenario Planning The LEA has included plans for each of the following reopening scenarios. *Mark an 'x' in all appropriate boxes below.*

FULL IN-PERSON FOR
ALL

PARTIAL IN-PERSON
LEARNING

LIMITED IN-PERSON
LEARNING

II. Assurances The LEA has indicated that they have considered all assurances.

III. Strengths *Identify at least 1-2 areas that are particularly creative, comprehensively considered, or equity focused.*

Facilities work to the school's advantage in that stable groups of 15-17 are possible in all scenarios.

The school offers detailed plan/procedure for managing students/staff who may have COVID, with plans to establish an Emergency Operation Plan for Rapid Response to COVID-19 (should be in alignment with the forthcoming playbook). There are also robust symptom checks with both verbal symptom screening and required temperature checks daily.

The school is proactive in assessing students starting in October and establishing individualized education plans for students not meeting benchmarks. Question: will these individualized plans be the same or different than ILPs required for high school students?

IV. Areas of Improvement *Identify at least 1-2 areas that need to be further built out or are misaligned with guidance from RIDE or RIDOH.*

In general, please check for any alignment or considerations needed with reopening plans of sending districts; RIDE will help coordinate.

For any distance learning occurring during an in-person phase, the school is proposing live streaming for synchronous instruction. Please confirm that this is permissible with FERPA and other policies.

The plan still needs the development of a policy for attendance for students participating in distance learning. Consider what lessons were learned during the Spring that can help with developing this policy.

Scheduling should be fleshed out – understandably. Start times for lower school and middle school are contingent on bus routing, which is contingent on survey

responses from families who are opting-out of in-person learning or in need of transportation.

RIDE is working with RIDOH on the development of a playbook that will provide further guidance on how schools should respond to potential and confirmed outbreaks within their school community. LEAs should review and update their Health and Safety (COVID-19 Control Plan) section, especially questions 3 and 5, once this playbook is released.

Please be advised that no members of RIDE's staff have medical degrees or any recognized expertise in epidemiology, and thus RIDE's review of the following reopening plan was not intended to in any way supersede or modify applicable health and safety guidance provided by the Rhode Island Department of Health (the "RIDH") or the Centers for Disease Control and Prevention (the "CDC"), or to warranty that the plan was fully compliant with applicable guidance from the RIDH or the CDC. RIDE lacks both the expertise and capacity necessary to make such assurances, but is providing a limited review of the plan and when appropriate, feedback, to help ensure that local educational agencies ("LEAs") are made aware of best practices being followed by other LEAs throughout the state.

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