

LEA Back to School Back-to-School Planning Template

LEA Name: Paul Cuffee Charter School
Point of Contact: Christopher Haskins
Email Address: chaskins@paulcuffee.org
Phone Number: 401-781-2727

1. Message from the Superintendent / LEA Leader

August 25, 2021

Dear Families:

We hope you have enjoyed a fun and safe summer this year and are anxiously awaiting the start of school next week! Paul Cuffee Schools will **open to students next Tuesday, August 31 for the first day of school**. School times are: Lower School (8:00-2:30), Middle School (9:00-3:30), Upper School (9:00-3:20). Kindergarten students will begin school on Wednesday, September 1st. For the first three days of school, September 1, 2 and 3, kindergarten students will be dismissed at 1:00 PM. On these days, Paul Cuffee School will be able to provide AM transportation, but cannot provide PM transportation. If you find that you will need assistance with making travel arrangements for your child on these three days, please contact Cindy Sangiovanni at 453-2626 or csangiovanni@paulcuffee.org for assistance.

The State of Rhode Island is requiring all public schools to submit a **Back to School Plan** this Friday. The purpose of this letter is to provide you with some information about our plan so that you will know and understand how the schools will operate this year. As we are opening school for the second time during the COVID-19 pandemic, we will continue many of the strategies that helped keep students and staff safe and learning last year, as we also make some changes that we feel will benefit students and their learning.

The School will provide in-person learning for all students this year. There may be distance learning options provided by the State of Rhode Island through an authorized educational programs vendor for any children who are considered to be medically fragile. Please contact Maria Palmgren at 401-781-2727 or mpalmgren@paulcuffee.org if you are the parent of a medically-fragile child who will not be attending school in-person.

We encourage all members of the school community to [get the COVID-19 vaccine](#) as soon as it becomes available to your age group. The COVID-19 vaccine is currently available to all



individuals ages 12 and older. The COVID-19 vaccine is safe and effective in protecting against serious illness or death from COVID-19. Please register for the COVID-19 vaccine today!

All students and staff will need to continue to **stay home when sick**, whether they are vaccinated or not. For students attending the lower school, we will continue to require parents and caregivers to self-attest that the student does not have symptoms of COVID-19 by using the PikMyKid app, or by sending in a hard copy of the self-attestation form to school each day. Self-attestation is required for every K-5 student every day of school. For students in middle and upper schools, we will require that they conduct a self-assessment of COVID-19 symptoms each day, posted at all entrances to the middle and upper schools. For those members of our school community who have not been vaccinated for COVID-19, you must stay home if you have a family member who has symptoms of COVID-19.

Again, all students and staff experiencing any [symptoms of COVID-19](#) are required to stay home and not attend school. **Students and staff who arrive at school experiencing any symptom of COVID-19 will be sent home.** Anyone who is experiencing symptoms of COVID-19 should obtain a COVID-19 test. To schedule a test at a [State-run K-12 test site](#) in your community, either call the K-12 COVID-19 test scheduling service at 844-857-1814 or create an account on [portal.ri.gov](#). The K-12 COVID-19 test scheduling service is available on weekdays from 8:30 a.m. to 5 p.m. and on weekends from 8:30 a.m. to 4:30 p.m. Services are available in multiple languages. Children over the age of 16 must schedule an appointment themselves. If you have any questions about COVID-19, please contact your primary care provider or one of our school nurse teachers. Our Upper School Nurse Teacher is Ms. Claudia Arroyave, carroyave@ppaulcuffee.org; 401-781-2727. Our Middle School Nurse Teacher is Ms. Melissa Polak, mpolak@paulcuffee.org; 401-453-2711. Our Lower School Nurse Teacher is Ms. Kathleen Tudino, ktudino@paulcuffee.org; 401-453-2626.

Face coverings/masks will continue to be required of all students, staff and visitors. In school buildings, on buses and outdoors if within six feet of others, properly fitting face masks that cover nose, mouth and chin will be required of everyone in the Paul Cuffee School community whether or not one has been vaccinated for COVID-19. In classrooms with windows that open, students and staff will be allowed to remove masks for meals and snacks.

Paul Cuffee Schools conducted COVID-19 testing last year and we will continue our testing program this year, using the polymerase chain reaction (PCR) tests, on a weekly basis. We request that all parents/caregivers of students ages 16 and younger **complete a [testing consent form](#)**. Frequent testing can identify students who are infected and need to isolate at home to protect other students from getting COVID-19. The test involves a simple, non-invasive nasal swab. Older children will be able to self-administer the test. All staff must complete weekly



COVID-19 testing, unless providing proof of vaccination. All student athletes must complete weekly COVID-19 testing, unless providing proof of vaccination.

In the event that a student or staff member tests positive for COVID-19, all staff and students identified as close contacts will be required to follow quarantine directives, allowing for a return based on testing out of quarantine (test on day five, complete seven days of quarantine) or completing a 10-day quarantine and returning symptom-free. The classroom or office in which the individual who tested positive for COVID-19 was present for 15 minutes or longer within a two-hour period will be closed for 24 hours prior to full cleaning and disinfection.

For any students or staff who are not fully vaccinated and **returning to Rhode Island** from locations that are subject to quarantine recommendations*, including all international locations, you need to be tested for COVID-19 on day five of returning to Rhode Island, and you may come to school on day eight if you receive a negative COVID-19 test and are symptom-free. If choosing not to receive a COVID-19 test then you must quarantine for 10 days and may return to school on the 11th day if symptom-free.

* Paul Cuffee School will require quarantining for the purposes of travel when returning from international locations as well as any U.S. state reporting greater than 5% testing positive for COVID-19. This list is updated regularly, which can be found [here](#), and currently includes: Alaska, Arizona, Arkansas, Colorado, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming. If your child is returning to Rhode Island from any of these locations, as well as international locations, and your child is not fully vaccinated, then your child must quarantine as described above.

Physical distancing of at least three feet is recommended for all individuals inside school buildings and on school grounds. In any cases where three feet of distance cannot or should not be maintained, teachers will keep seating charts to accurately identify individuals who have been in close contact.

Teachers will continue to monitor, 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 knobs and handrails. Portable hand washing stations and soap are available in all locations without sinks. Hand sanitizer will be available in all classrooms for frequent use.



The School will not implement isolated groupings this year, meaning that students may interact with one another outside of small groups. At the lower school level, administrators and teachers will attempt to keep classrooms isolated when possible and practical. In cases where students may be learning with other students outside of their classrooms, the schools will maintain daily records of student groupings in order to determine close contacts.

The School will limit visitors. All visitors must provide contact information, including full name, telephone number, date, time, and location. Visitors, guests and volunteers must provide evidence of a recent COVID-19 test, or proof of vaccination.

The School will continue to **monitor air exchange** in classrooms and offices. The HVAC system air intake valves have been set to maximize air circulation in all classrooms, offices and common areas. All filters for HVAC systems are rated as MERV-11 or higher. Windows will be opened for instances of eating and drinking in the classroom. HEPA filter machines have been installed in all classrooms and offices and remain powered on during the school day.

Cleaning and disinfecting will continue each day according to recommendations from the Centers for Disease Control and Prevention (CDC). Custodial staff will clean and disinfect surfaces and high touch common areas such as door knobs and handrails once daily and multiple times as needed. Wipes and cleaning supplies will be provided to each classroom. Students and teachers may share materials this year, and materials that are used by several individuals will be cleaned daily.

All gymnasiums, art studios, and music rooms will be open for classes this year. While there is high community transmission the schools will not open cafeterias or hold school-wide assemblies. The exception to cafeterias remaining closed would be at the lower school. Students in grades K, 1, 2 and 3 will be eating meals and snacks outdoors, unless the weather conditions require students to remain indoors. On days of inclement weather, the lower school cafeteria will remain open for students in grades K, 1, 2 and 3 with air circulation measures in place.

Paul Cuffee School will continue to implement its **Rapid Response to COVID-19** protocols including the prompt notification to close contacts and to the staff and students of each school campus in the event that a student or staff member has been identified as testing positive for COVID-19. The Head of School will communicate to all families in English and Spanish, via the Skylert and Remind school messaging services. Please keep your contact information updated in our system by contacting your school's main office.



Food delivery is prohibited at Paul Cuffee School, whether by parents/caregivers or restaurants. This includes meals, snacks, and treats for the class. Schools will not serve or make available food that has not been prepared by our school meals program.

Finally, **school uniforms are required** of all students this year.

There are so many reasons to be excited about the start of school this year. I hope that this letter has answered any questions you might have had about the opening of school, and I encourage you to contact me or your school principal if you have any questions or concerns.

Yours truly,



Christopher Haskins
Head of School

25 de agosto de 2021

Estimadas Familias:

¡Esperamos que hayan disfrutado de un verano divertido y seguro este año y esperamos ansiosamente el comienzo de clases la próxima semana! Las Escuelas Paul Cuffee **abrirán a los estudiantes el próximo martes 31 de agosto para el primer día de clases**. Los horarios escolares son: Escuela Elemental (8:00-2:30), Escuela Intermedia (9:00-3:30), Escuela



Superior (9:00-3:20). Los estudiantes de kinder comenzarán la escuela el miércoles, 1 de septiembre. Para los tres primeros días de clases, 1, 2, y 3 de septiembre los estudiantes de kinder saldrán a las 1:00 PM. Durante estos días, la Escuela Paul Cuffee podrá proveer transportación en la mañana, pero no puede proveer transportación en la tarde. Si necesitas asistencia haciendo arreglos de transporte para su hijo en estos tres días, por favor comuníquese con Cindy Sangiovanni al 453-2626 o csangiovanni@paulcuffee.org para asistencia.

El estado de Rhode Island requiere que todas las escuelas públicas de Rhode Island presenten un **Plan de Regreso a Clases** este viernes. El propósito de esta carta es brindarle información sobre este plan para que sepa y comprenda cómo las escuelas operarán este año. A medida que abrimos la escuela por segunda vez durante la pandemia de COVID-19, continuaremos muchas de las estrategias que ayudaron a mantener a los estudiantes y al personal el año pasado, ya que también hacemos algunos cambios que benefician a los estudiantes y su aprendizaje.

La escuela proporcionará aprendizaje en persona para todos los estudiantes este año. Puede haber opciones de aprendizaje a distancia proveído por el Estado de Rhode Island a través de un proveedor autorizado de programas educativos para estudiantes que son considerados médicamente frágiles. Por favor comuníquese con Maria Palmgren al 401-781-2727 o mpalmgren@paulcuffee.org si eres un padre de un estudiante que es médicamente frágil quien no asistirá a la escuela para el aprendizaje en persona.

Alentamos a todos los miembros de la comunidad escolar a [recibir la vacuna contra el COVID-19](#) tan pronto como esté disponible para su grupo de edad. Actualmente, la vacuna contra el COVID-19 está disponible para todas las personas mayores de 12 años. La vacuna contra el COVID-19 es segura y eficaz para proteger contra enfermedades graves o la muerte por COVID-19. ¡Regístrese hoy para la vacuna contra el COVID-19!

Todos los estudiantes y el personal deberán **permanecer en casa cuando estén enfermos**, estén vacunados o no. Para los estudiantes que asisten a la escuela elemental, continuaremos requiriendo que los padres y cuidadores certifiquen por sí mismos que el estudiante no tiene síntomas de COVID-19 usando la aplicación PikMyKid o enviando una copia del formulario de auto-certificación a la escuela todos los días. Se requiere una auto-certificación para cada estudiante de K-5 todos los días de clases. Para los estudiantes de las escuelas intermedias y superiores, les exigimos que realicen una autoevaluación de los síntomas de COVID-19 todos los días, que se publicará en todas las entradas de las escuelas intermedias y superiores. Para aquellos miembros de nuestra comunidad escolar que no han sido vacunados contra el COVID-19, deben quedarse en casa si tienen un familiar que tiene síntomas de COVID-19.



Otra vez, todos los estudiantes y personal experimentando cualquier [síntoma de COVID-19](#) están requeridos de quedarse en casa y no venir a la escuela. **Estudiantes y maestros que lleguen a la escuela experimentando cualquier síntoma de COVID-19 serán enviados a casa.** Las personas que están experimentando síntomas de COVID-19 deben hacerse la prueba de COVID-19. Para hacer una cita en los [sitios de prueba corridos por el estado K-12](#) en su comunidad, pueden llamar al servicio de pruebas de COVID-19 K-12 al 844-857-1814 o crear una cuenta en portal.ri.gov. El servicio de hacer citas para COVID-19 K-12 está disponible los días de semana de 8:30 a.m. a 5 p.m. y los fines de semana de 8:30 a.m. a 4:30 p.m. Los servicios están disponibles en varios lenguajes. Niños mayores de 16 años tienen que hacer su propia cita. Si tiene alguna pregunta de COVID-19, por favor comunicarse con su proveedor de cuidado primario o con unas de las maestras enfermeras de la escuela. La Maestra Enfermera de la Escuela Superior es la Sra. Claudia Arroyave, carroyave@paulcuffee.org; 401-781-2727. Nuestra Maestra Enfermera de la Escuela Intermedia es la Sra. Melissa Polak, mpolak@paulcuffee.org; 401-453-2711. La Maestra Enfermera de la Escuela Elemental es Kathleen Tudino, ktudino@paulcuffee.org; 401-453-2626.

Se seguirán requiriendo cubiertas/máscaras faciales para todos los estudiantes, el personal y los visitantes. En los edificios escolares, en los autobuses y al aire libre, si se encuentran a seis pies de distancia, se requerirá que todos los miembros de la comunidad de la Escuela Paul Cuffee cuenten con máscaras faciales que cubran la nariz, la boca y la barbilla, ya sea que se hayan vacunado o no contra el COVID-19. En los salones de clases con ventanas que se abren, los estudiantes y el personal podrán quitarse las máscaras para las comidas y los refrigerios.

Las Escuelas Paul Cuffee realizaron pruebas semanales de COVID-19 el año pasado y continuaremos con nuestro programa de pruebas este año. Solicitamos que todos los padres/cuidadores de estudiantes de 16 años o menos **completan el [formulario de consentimiento para la prueba](#)**. La prueba implica un hisopo nasal simple y no invasivo. Los niños mayores podrán auto administrarse la prueba. Todo el personal debe completar las pruebas de COVID-19 semanales, a menos que presente un comprobante de vacunación. Todos los estudiantes atletas deben completar la prueba COVID-19 semanal, a menos que presenten prueba de vacunación.

En el caso de que un estudiante o miembro del personal dé positivo por COVID-19, todo el personal y los estudiantes identificados como contactos cercanos deberán seguir las directivas de cuarentena, lo que permite una devolución basada en las pruebas fuera de la cuarentena (prueba el día cinco, completa siete días de cuarentena) o completando una cuarentena de 10 días y sin síntomas. El aula u oficina en la que la persona que dio positivo en



la prueba de COVID-19 estuvo presente durante 15 minutos o más dentro de un período de dos horas estará cerrada durante 24 horas antes de la limpieza y desinfección completas.

Para cualquier estudiante o personal que **regrese a Rhode Island** desde ubicaciones que están sujetas a recomendaciones de cuarentena, incluidas todas las ubicaciones internacionales, debe hacerse la prueba el día cinco de regresar a Rhode Island, y puede venir a la escuela el día ocho después de regresar a Rhode Island, si recibe una prueba de COVID-19 negativa y no tiene síntomas. Si elige no recibir una prueba de COVID-19, debe estar en cuarentena durante 10 días y puede regresar a la escuela el día 11 si no tiene más síntomas.

* La Escuela Paul Cuffee requerirá la cuarentena a los fines de viajar cuando regrese de ubicaciones internacionales, así como de cualquier estado de los EE. UU. que informe más del 5% de pruebas positivas para COVID-19. Esta lista se actualiza periódicamente, que se puede encontrar [aquí](#), y actualmente incluye: Alaska, Arizona, Arkansas, Colorado, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, Nueva Jersey, Nuevo México, Carolina del Norte, Dakota del Norte, Ohio, Oklahoma, Oregón, Pensilvania, Carolina del Sur, Tennessee, Texas, Utah, Virginia, Washington, Virginia Occidental, Wisconsin, Wyoming. Si su hijo regresa a Rhode Island desde cualquiera de estos lugares, así como desde ubicaciones internacionales, y su hijo no está completamente vacunado, entonces su hijo debe ponerse en cuarentena como se describe anteriormente.

Se recomienda una distancia física de al menos tres pies para todas las personas dentro de los edificios escolares y en los terrenos de la escuela. En cualquier caso donde no se pueda o no se deba mantener una distancia de tres pies, los maestros mantendrán gráficos de asientos para identificar con precisión a las personas que han estado en contacto cercano.

Los maestros continuarán monitoreando, enseñando, modelando y reforzando los **procedimientos adecuados para lavarse las manos**. Estos procedimientos se pueden encontrar [aquí](#) e incluyen el uso de agua tibia y jabón durante al menos 20 segundos. Los estudiantes deben lavarse las manos después de sonarse la nariz, toser o estornudar, y después de tocar superficies de alto contacto, como pomos de puertas y pasamanos. Las estaciones portátiles para lavarse las manos y el jabón están disponibles en todos los lugares sin lavabos. El desinfectante de manos estará disponible en todos los salones para uso frecuente.

La escuela no implementará agrupaciones aisladas este año, lo que significa que los estudiantes pueden interactuar entre sí fuera de grupos pequeños. En el nivel escolar



elemental, los administradores y maestros intentarán mantener las aulas aisladas cuando sea posible y práctico. En los casos en que los estudiantes puedan estar aprendiendo con otros estudiantes fuera de sus aulas, las escuelas mantendrán registros diarios de las agrupaciones de estudiantes para determinar contactos cercanos.

La escuela limitará las visitas. Todos los visitantes deben proporcionar información de contacto, incluido el nombre completo, el número de teléfono, la fecha, la hora y la ubicación. Los visitantes, invitados y voluntarios deben proporcionar evidencia de una prueba de COVID-19 reciente o prueba de vacunación.

La escuela continuará **monitoreando la calidad del aire** en las aulas y oficinas. Las válvulas de entrada de aire del sistema HVAC se han configurado para maximizar la circulación de aire en todas las aulas, oficinas y áreas comunes. Todos los filtros para sistemas HVAC están clasificados como MERV-11 o superior. Las ventanas se abrirán para casos de comer y beber en el aula. Se han instalado máquinas de filtro HEPA en todas las aulas y oficinas y permanecen encendidas durante el día escolar.

La limpieza y desinfección continuará todos los días de acuerdo con las recomendaciones de los Centros para el Control y la Prevención de Enfermedades (CDC). El personal de conserjería limpiará y desinfectará las superficies y las áreas comunes de alto contacto, como las perillas de las puertas y los pasamanos, una vez al día y varias veces según sea necesario. Se proporcionarán toallitas y artículos de limpieza a cada salón de clases. Los estudiantes y los maestros pueden compartir materiales este año, y los materiales que utilizan varias personas se limpiarán a diario.

Todos los gimnasios, estudios de arte y salas de música estarán abiertos para las clases este año. Si bien existe una alta transmisión comunitaria, las escuelas no abrirán cafeterías ni realizarán asambleas en toda la escuela.

La Escuela Paul Cuffee continuará implementando su **Respuesta Rápida a los protocolos de COVID-19**, incluida la notificación inmediata a los contactos cercanos y al personal y los estudiantes de cada campus escolar en caso de que un estudiante o miembro del personal haya sido identificado como resultado positivo de COVID-19. El director de la escuela se comunicará con todas las familias en inglés y español, a través de los servicios de mensajería de la escuela Skylert y Remind. Mantenga su información de contacto actualizada en nuestro sistema comunicándose con la oficina principal de su escuela.

La entrega de alimentos está prohibida en la Escuela Paul Cuffee, ya sea por parte de los padres/cuidadores o restaurantes. Esto incluye comidas, refrigerios y golosinas para la clase.



Las escuelas no servirán ni pondrán a disposición alimentos que no hayan sido preparados por nuestro programa de comidas escolares.

Finalmente, los **uniformes escolares son obligatorios** para todos los estudiantes este año.

Hay muchas razones para estar emocionado por el comienzo de la escuela este año. Espero que esta carta haya respondido cualquier pregunta que pueda haber tenido sobre la apertura de la escuela, y le animo a que se comunique conmigo o con el director de su escuela si tiene alguna pregunta o inquietud.

Atentamente,



Christopher Haskins
Director de la Escuela

2. Vision and Guiding Principles for Back-to-School Operations:

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 attention to vaccination, masking, testing, indoor air ventilation, distancing, cleaning, hygiene, and most importantly, being aware of all of the symptoms of COVID-19 and staying home when sick. We will continue to teach, re-teach, reinforce, remind, and reward our students and staff for their efforts in meeting these good habits and ways of working. The School was successful in preventing the spread of illness last year. This year we continue to be united in our efforts to prevent the spread of COVID-19, especially with the Delta variant of COVID-19 and its increased transmissibility, combined with 100% of students returning for in-person learning. We are proud of the attention we all gave these measures last year. We can and will continue to meet these demands.

Attention to social and emotional learning

Children learn from being with one another and, with teacher facilitation, they can form supportive relationships and learn with one another in a joyful community. The American Academy of Pediatrics identified socialization as a primary reason to return to school last year, primarily because this is how the brain learns. Learning is not an individualistic pursuit and in classrooms where students feel safe, valued, and free to be themselves, there is limitless potential to what they can do.

Teaching priority academic content and skills



There have been 18 months of teaching during the pandemic, minus the summer weeks. Inevitably, students have not been able to demonstrate attainment of all course standards. We will not simply teach what we had to skip last year. Rather, we will help students to meet the expectations for their grade level, and provide support along the way in the areas they are having difficulty. We will focus on deepening learning. The greatest time and attention will be given to making progress towards reading on and above grade level; writing effectiveness; whole numbers and operations; rational numbers; readiness for Algebra; mathematics problem solving, and other priorities in our courses. Teams of teachers will analyze student performance together in order to make collaborative decisions about their programs for students. We will work to identify gaps and opportunities in instruction for both individuals and whole classrooms, because student performance has demonstrated that they have more in common with one another than differences.

Additionally, we have increased support to our multi-language learners. Those who are learning English as a second language will be supported this year through a substantial increase in the number of teachers who specialize in English language instruction. In the general education classroom and in their small group settings, students learning English are expected to make substantial progress in speaking, listening, reading and writing.

Joyful learning in community

Learning is fun in a supportive environment. 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. Setting goals, celebrating success, and learning from mistakes are the keys to motivation and ownership of learning.

The process of building the plan

This plan is the result of collaborative efforts of the School-wide Leadership Team and each school's faculty and staff. The plan is guided by the recommendations of RIDE, RIDOH, DMGroup, and Council of the Great City Schools. Thank you to the following members of our community who dedicated their time and talents to ensuring a safe and healthy school opening: Claudia Arroyave, Josie Batista, Brooke Beach, Becky Coustan, Ana Dias, Jeff Dronzek, Catherine Edwards, Rod Gamble, Cecelia Garvey-Burche, Ben Harris, Julia Karahalidis, Henry Leite, Rah'd Letang, Beth Morris, Maria Palmgren, Kelly Polak, Melissa Polak, Jeff Rackauskas, Cindy Sangiovanni, Genevieve Schultz, Megan Thoma, Kathleen Tudino, and Wally Menders.

3. Strengths and Challenges from the 2020-2021 School Year

Strengths:

- School enjoyment
- Safety
- Fairness



- Valuing diversity
- The School's administration
- Respect from students to teachers and staff
- Respect from teachers to children and families
- Communication from teacher
- Supporting students with difficult topics
- Preventing the spread of COVID-19 in school

Challenges

- Motivation was a challenge for some distance learners
- Interfering behavior in classrooms
- Bullying was underreported
- Chronic stress reported
- Little parent involvement in school (no visitor policy)
- Staffing challenges
- Quarantining classrooms for outbreak cases

4. Critical Components of the Back-to-School Plan (included in tables below)

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Promoting vaccination		
X		a. Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
Physical distancing		
X		b. Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X		c. Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.
X		d. Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X		e. Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
Face coverings		
X		f. Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.



X		g. In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X		h. Refer to CDC guidance for the use and care of masks.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		i. Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.
X		j. Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post screening signage.
School-based testing		
	X	k. Select, design, and resource school-based testing plans based on options outlined in Health and Safety guidance: (1) Symptomatic Testing, (2) Outbreak Testing, (3) Asymptomatic Testing. Consult RIDOH support as needed. Submit school-based testing plan at https://forms.office.com/g/ESjpgYmqb by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.
Cleaning, disinfection, and hand hygiene		
X		l. Utilize CDC guidance for cleaning, disinfection , and hand hygiene .
Responding to staff and students who are sick		
X		m. Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
	X	n. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE. Please include a cell phone number.
X		o. Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
Communication with staff and students		
	X	<p>p. Submit COVID-19 Mitigation Strategies by August 13, 2021 to https://forms.office.com/g/ESjpgYmqb and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan. http://www.paulcuffee.org</p> <ul style="list-style-type: none"> ● Universal masking policy: YES ● Stay at home when sick policy: YES ● Daily home screening: YES ● 3-6 feet physical distancing indoors for vaccinated and unvaccinated: YES, when practicable ● Cohorts by vaccination status: NO



		<ul style="list-style-type: none"> • Cohorts at upper school: NO, Cohorts at middle school: NO; Cohorts at lower school: YES, with documented exceptions • Symptomatic testing: YES • Outbreak testing: YES • Routine Asymptomatic Testing: YES • Frequency of asymptomatic surveillance testing: weekly during high rate of community transmission • Quarantine requirements: 7 days with testing • Vaccinated and unvaccinated close contacts to quarantine: YES • Hosting vaccine clinics at school: YES (middle school and upper school) • Opt-in submission of student vaccine status: YES • Ventilation strategies: opening windows and doors, HVAC system, indoor filtration of MERV-11 or higher, portable air cleaner with HEPA filters • Primary language options: English, Spanish, Portuguese
X		q. Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X		r. Post signs or posters describing the district's policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X		s. Determine the steps you will take to prevent the spread of COVID-19 upon learning of 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		t. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X		u. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

Health and Safety Plan

ASSURANCES:

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

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

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

EVIDENCE:

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

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

Full Name	Email Address:
Christopher Haskins	chaskins@paulcuffee.org



	Cell Phone Number:
	401-601-6284

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

<http://www.paulcuffee.org>

Instruction		
Provide Assurance	Submit Evidence	
Instruction		
	X	a. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual learners and differently-abled students.
	X	b. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently abled students as well as the information for all students generally.
X		c. Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X		d. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		e. Develop a system to continually monitor learning progress and loss.
X		f. Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
Remediation and Intervention		
	X	g. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently abled students, and other student groups that have been historically marginalized should be noted in the plan.
X		h. Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.



Special Education Services		
X		i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
Staff Supports		
X		j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		k. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X		l. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
Family and Community Engagement (communication and partnerships)		
	X	m. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.
X		n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X		o. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

ASSURANCES:

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

X	Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X	Develop a system to continually monitor learning progress and loss.
X	Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
X	Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.
X	Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
X	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.

x	Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
x	Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
x	Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

EVIDENCE:

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

1. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for **all** students. This plan must include an assessment of learning for multilingual learners and differently-abled students.

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**

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

Paul Cuffee School will analyze student performance 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.

Using a Multi-Tiered System of Supports framework, teacher teams will provide for the identification of instructional need; strategy for targeted instruction including times, days of week, person(s) responsible; progress monitoring goals and timeline; and, review and adjustment in 6-8 week intervals.

Teacher teams will identify patterns of performance to design classroom lessons and activities using the School's core curricula and supplemental programs.

3. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learner, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.

Teacher teams will analyze student work and assessments; identify instructional needs; develop or identify strategies for targeted instruction including times, days of week, person(s) responsible; set goals and monitor progress; and, review and adjust in 6-8 week intervals. These teams will review all students, including students in special education and multi-language learners.

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

Strengths: School enjoyment, safety, fairness, valuing diversity, the School's administration respect from students to teachers and staff, respect from teachers to children and families, communication from teachers, teachers supporting students with difficult topics; time spent outdoors; physical activity; outdoor field trips; on-site COVID-19 testing; on-site vaccination; food service to distance learners

Challenges: Motivation was a challenge for some distance learners; students reported behavior in classrooms interferes with learning, fewer opportunities to participate (no visitor policy); quarantining classrooms for outbreak cases; when bringing back greater numbers of students in-person led to less attention to distance learners

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
-------------------	-----------------	--

Social-Emotional and Mental Health Support

X		a. Establish or maintain a support team focused on student and staff mental health and wellness.
	X	b. Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners. Cecelia Garvey-Burche , school psychologist, cgarvey-burche@paulcuffee.org
X		c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.

x		d. Screen or evaluate, and continuously monitor students for mental health needs.
x		e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
x		f. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
x		g. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources .

Social-Emotional and Mental Health Support Plan

ASSURANCES:

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

x	Establish or maintain a support team focused on student and staff mental health and wellness.
x	Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
x	Screen or evaluate students for mental health needs.
x	Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
x	Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
x	Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

EVIDENCE:

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

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

Cecelia Garvey-Burche, school psychologist, cburche@paulcuffee.org

Reopening Operations

Provide Assurance	Submit Evidence	
e		

Facilities and Maintenance

X		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
Operations (Budget, Staffing, Scheduling, Food Services)		
X		e. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.)
X		f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
X		g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff
Transportation		
X		h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).
X		i. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> - Mask requirement (by federal order) - Seating charts, with assigned seats as much as possible - Cleaning schedule - Open windows when safe and feasible
Technology		
X		j. Designate a lead technology point of contact.
X		k. Develop a return to school technology plan.
X		l. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X		m. Survey families to determine technology needs.
X		n. Develop and revise process for inventory of technology, as needed.
Family and Community Engagement (communication and partnerships)		
X		o. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.



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

Re-opening Operation Plan

ASSURANCES:

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

X	Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X	Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X	Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X	Establish procedures for entering the school building for teachers, students, visitors, vendors. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)
X	Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)
X	Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.
X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Designate a lead technology point of contact.
X	Develop a return to school technology plan.
X	Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X	Survey families to determine technology needs.
X	Develop and revise 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.



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

Paul Cuffee School will provide tri-annual opportunities for the School to review with stakeholders the progress it has made and the revisions made to the plan. These opportunities will include public comment and input.

- **January 2022**
- **June 2022**
- **September 2022**
- **January 2023**
- **June 2023**
- **September 2023**
- **January 2024**
- **September 2024**

