

LEA Reopening Planning Template

LEA Name: Saint Rose of Lima School

Point of Contact: Kim Izzi

Contact information: kizzi@saintroseschool.com

| Health and Safety (COVID-19 Control Plan) | | |
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| Provide Assurance | Submit Evidence | |
| Face masks and coverings | | |
| X | | a. Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building. |
| X | | b. Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage). |
| X | | c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable). |
| | | d. Implement other procedures, as needed. |
| Social distancing and organizing personnel | | |
| | X | e. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into "pods" or "stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here. |
| X | | f. Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders. |
| X | | g. Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.). |
| X | | h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors. |
| X | | i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances. |
| | | j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles. |
| | | k. Implement other procedures, as needed. |
| Responding to a positive case or outbreak | | |
| X | | l. Develop a COVID-19 sick policy and communicate it to staff, students, and families. |
| | X | m. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and |

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| | | any other follow-up related to outbreak containment. Identify this representative to RIDE. |
| X | | n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include: <ul style="list-style-type: none"> - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case. - Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, ‘stable group’ or ‘pod’ in which a positive case is located. - Closing a portion or entirety of the workspace for a thorough cleaning |
| | X | o. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19. |
| Minimizing access by COVID-19-positive or symptomatic individuals | | |
| X | | p. Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. |
| | X | q. 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. |
| | | r. Implement other procedures, as needed |
| Communication with staff and students | | |
| X | | s. Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies. |
| X | | 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 | | |



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| | | 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, Pplclassrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines. |
| | | dd. Implement other procedures, as needed. |
| Industry specific guidance and update | | |
| 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 I'll childcare specific guidance |

Health and Safety Plan

ASSURANCES:

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

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| X | Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building. |
| X | Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.). |
| X | Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable). |
| X | Adjust policies for meeting area, 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. |

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| x | Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.). |
| x | Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors. |
| x | Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances. |
| x | Develop a COVID-19 sick policy and communicate it to staff, students, and families. |
| x | Prepare the district to respond to a positive case or outbreak in a school building or central office. |
| x | Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. |
| x | Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies. |
| x | Post signs or posters describing the district's rules for wearing masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home. |
| x | Communicate information to staff, students, and families in their preferred language or easiest mode of communication. |
| x | Discuss with or distribute information to staff and students about how the 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.

All students enrolled within the school will remain within their stable pod throughout the school day. The Middle School schedule is being adjusted so that teachers change rooms for most classes as opposed to students. For some middle school classes minimal movement will need to occur due to the specialty of the class (Honors Literature and Honors Math being the specialty classes). When changing rooms these pupils will be required to wear a face mask and sanitize their hands when both entering and leaving the classroom. Desks will be sanitized by the cleaning company between classes. Morning Care participants will be assigned to an isolated area of the gym where they will stay with pupils only from their Homeroom. Our after school program will require pupils to be sequestered by Team (PreK, Early Childhood, Intermediate, and Middle School). Masks are required in the K-12 setting. Wearing of masks is optional for Rosebud and Pre-K students, however all faculty and staff will wear a mask. The cleaning company will sanitize the space. Upon arrival to school students will utilize one of three entrances: Main entrance will be students arriving by bus and grades 3-5; Gym door will be for students in grades Rosebuds-Grade 2; and Middle school students will use the Middle school parking lot door. At each entrance a staff member will conduct a verbal screening and temperature checks, to include and not limited to Trimester 1. A Dismissal Schedule has been developed that will allow pods to leave at staggered times and students to be escorted to their parent’s car. Parents will remain in their vehicles unless they need to assist with securing their child in the car.

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: |
|-----------------|--|
| Kim Izzi | kizzi@saintroseschool.com (principal) |
| Ellen Rupert | erupert@saintroseschool.com (nurse) |
| Joan Delvecchio | idelvecchio@saintroseschool.com (nurse) |

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

Any staff/ students experiencing symptoms of COVID-19 before the school day begins should stay home. If a staff/ student develops COVID-19 symptoms while at school, the adult/ child should be taken to the school nurse and the isolation room immediately. Parents/guardians should be notified to pick up the student within the hour. Parents/guardians should seek medical advice for the student within 48 hours and schedule a COVID-19 test as needed. If a staff member develops symptoms of



COVID-19 while at school, they should go home immediately. Within 48 hours, they should seek medical advice by consulting with a healthcare provider. The staff member should get a COVID-19 test as needed and notify their employer as soon as the result of the test is known. Symptomatic staff/ students will not be permitted to return to school until documentation from a medical provider indicates testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious. If the test result is positive, individuals must complete a period of isolation as directed by RIDOH. RIDOH would be contacted and the school will follow their recommendations regarding possibly exposed staff/students. Any staff member or student who is absent because of illness must have a complete Return From Illness Form on file. Those who are absent for non-illness reasons, including travel, must have a Non-Illness Absence Form.

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.

Families must screen students at home using a self-assessment form. Forms will be submitted each day. **Each child must turn in a printed form at their assigned entrance.** Students will be denied access to the building if they do not have a completed Daily Wellness Form. Forms are available from teachers, the office, classroom websites and the school website. Staff will screen at home. Also, on-site screening will be conducted verbally asking a 4-5 question checklist and checking temps at all entry points into the school building.

Signs will be hung at all entry points stating everyone must wear a mask when entering the building, everyone must follow social distancing protocol of 6' between individuals and that sick individuals may not enter and should stay 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.

The software program Rediker will be used to inform families if a child in a particular class is diagnosed with COVID-19. The siblings class will also be informed. To maintain confidentiality the pupil's descriptors will not be given. In the event of a positive COVID-19 case involving a teacher/pupil the guidelines of RIDOH would be followed.

Instruction

| Provide Assurance | Submit Evidence | |
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| Instruction (remote and in-person) | | |
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| | | 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 must include specific detail for multilingual learners and differently abled students as well as the information for all students generally. |
| | | d. Consider if and when students will still have access to non-core content (electives, etc.) |
| | X | e. Identify the ways in which distance learning in the fall will be different from and/or similar to the spring. |
| X | | f. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements. |
| | X | g. Demonstrate comparable levels of rigor between online and in-person instruction. |
| X | | h. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement. |
| X | | i. Develop system to continually monitor learning progress and loss. |
| | X | j. Determine changes to testing, grading, report cards, attendance, and promotion policies. |
| Remediation and Intervention | | |
| | X | 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. |
| X | | 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. |
| | | m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning. |
| X | | 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. |
| Special Education Services | | |
| | X | o. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs. |



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| X | | 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). |
| X | | q. Identify what services differently abled students were not possible 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? |
| Staff Supports | | |
| | X | r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members. |
| X | | s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness. |
| | X | t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education. |
| X | | u. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources. |
| X | | v. Map what technical assistance and support will be offered during all reopening scenarios. |
| X | | w. Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional). |
| Family and Community Engagement (communication and partnerships) | | |
| | X | x. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses). |
| X | | y. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families. |
| | X | z. Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable. |
| | X | aa. 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

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| x | <i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i> |
| x | <i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i> |
| x | <i>Develop a 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 a 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 well being 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.

Fall Star Assessment will be administered in September and data team meetings will compare current data with last testing period (Winter 2020).

IXL Diagnostic measurement tool will be administered in the Fall and the comprehensive student data report will be analyzed. Teachers will create formative assessments based on presented materials. Summative assessments will be administered at the end of each unit.

Benchmark assessments will be given to primary students to assess reading levels and levels will be compared to the last benchmark outcomes.

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.

Create small homogeneous groups to focus on skills not mastered. Reteach and reassess those skills. Increased teaching time on core subject areas. (math/language arts). Extra help sessions will be provided. One-on-one instruction for struggling students. Provide extra support materials such as Khan Academy. IXL has been purchased for multiple subjects so each student can learn at their individual levels.

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

Plan to Improve Distance Learning for 2020-2021 School Year

- Kindergarten to Grade 5 Teachers will teach and meet virtually each day with students at a consistent time, also offering small group or one on one instruction. St Rose will be providing no less than 2.5 hours of direct instruction daily. Break out sessions will be held for those needing extra support.
- Restructure Middle School distance learning schedule to simulate an actual school day schedule. Meaning students will follow a schedule similar to what they follow "in-school" with small adjustments; details will be clearly outlined if this situation arises.
 - For example, science will meet virtually at the same scheduled classroom time each day. St
- All teachers will utilize Google Classroom and Google Meets/ZOOM with an operating camera.
- Specials classes (Art, Computer, Music, and Spanish) will meet virtually at "in-person" scheduled times. Students will participate in a variety of physical activities at home under parental supervision.
- St. Rose has completed an application to utilize federal funding requesting new technology and educational applications and software.
- Handbook has been amended so that expectations are clear to students and parents.

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

For in-school as well as distance learning we will continue to utilize our curriculum as set forth by the Diocese. In the event of distance learning, teachers may utilize on-line resources provided to us from publishers such as Sadlier and utilize IXL for all subjects on a consistent basis so that the program can be used to track attendance. We have purchased IXL for math, science, social studies, ELA, and Spanish which will allow us to track mastery and achievement individually at each pupil's skill level. Planbooks will be examined and collected throughout the school year and teams will meet with the principal in-person during in-school instruction or virtually in the event of distance learning.

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

Testing

Star Standardized Testing will be postponed in the event of distance learning.

Grading

Specials (Art, Music, PE, Computer, and Spanish) will be pass/fail for students in Grades K-5.

Attendance

Teachers will submit daily attendance based on student involvement during Zoom/Meet sessions.

6. Develop a process for identifying students potentially in need of additional support (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.

Fall Star Assessment will be administered in September and data team meetings will discuss results. IXL Diagnostic measurement tool will be administered in the Fall and the comprehensive student data report will be analyzed. Teachers will create formative assessments based on presented materials. Summative assessments will be administered at the end of each unit. Benchmark assessments will be given to primary students to assess reading levels and levels will be compared to the last benchmark outcomes.

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

All IEP meetings, evaluations, and goals will be the responsibility of the Warwick Public School Special Education Teacher. Any concerns regarding students with IEPs should be directed to the Warwick Special Education Teacher or St. Rose Principal, Kim Izzi.

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

The administration has included an extra PD Day in August as well as additional days throughout the school year so that there will be time for teachers and staff to collaborate to discuss ideas with colleagues as well as concerns. Periodically teachers from St. Rose will be joining other Catholic school teachers in professional learning sessions. Teachers are also encouraged to participate in on-line webinars addressing distance learning and in-person learning due to COVID-19.

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

Portion of August PD will focus on RIDE's menu of mental health resources for students and staff prior to the start of school. Also, the St. Rose School counselor's website contains mental health resources for staff, parents, and students.

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).

Survey was distributed to parents in Spring 2020 to gather feedback on distance learning experience. Continue to utilize Survey Monkey along with online parent meetings to assess distance learning programs.

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.

Email from the administration is sent to parents every week. Continue progress reports, parent access to the student portal, and virtual parent meetings. Regularly update classroom website pages and Google Classroom.

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

All Teachers will conduct an orientation by grade level, with assigned times, for students in Rosebud-Grade 8. Topics to discuss may include, curriculum, grading, and Covid related topics, Summer packets were distributed which also contained a personalized letter from the teacher.

3. Social-Emotional and Mental Health Support

| Provide Assurance | Submit Evidence | |
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Social-Emotional and Mental Health Support

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| | | a. Establish a crisis response team focused on student and staff mental health and wellness. |
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| | 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

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| 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. (see attached) |
| 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.

Sarah Powers, M.Ed. Certified Elementary Teacher and School Counselor
spowers@saintroseschool.com
 (401)739-6937

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

Increased Professional Development days for staff support and education. A portion of August PD will focus on RIDE's menu of mental health resources for students prior to the start of school. Also, the St.



Rose School counselor’s website contains mental health resources for staff, parents, and students. The school counselor will continue to offer group support sessions (virtually or in person) for students struggling with pandemic/social distancing, etc.

| Reopening Operations | | |
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| 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.). |



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

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

| | |
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| x | Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials. |
| x | Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies. |
| x | Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff. |
| x | Establish procedures for entering the school building for teachers, students, visitors, vendors. |
| x | Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements. |
| x | 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, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. |
| x | Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.) |
| x | Assess student arrival protocol (school bus drop off, parent drop off, etc.). |
| | Conduct an inventory of buses and students that utilize school bus transportation (including special transportation). |
| | Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. |
| 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. |



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| 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 plans for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.

Additional staff have been hired and will be responsible to work at our after-care program, Kids' Haven. Our cleaning company will still clean each evening, in addition a Porter will remain in the building from the time we open to when the after-care program closes at 5:00pm. Our school caterer is also arranging for their "lunch server" to deliver lunches to each homeroom. Lunch will be consumed either in homerooms or outside if weather permits. Each day a nurse will be in the building. Substitutes will be assigned to a team so that when they are used they will be limited to a small group of pods in which they could possibly be assigned. Substitutes will only be assigned to one pod per day.

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.

[See attached documents.](#)

3. 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.

St. Rose parents will be encouraged to transport their child to school in lieu of taking the bus. Busing will be provided by Warwick.

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).

The administration allowed any staff with concerns about teaching in-person learning to meet with them. Administrators are following doctors recommendations for these persons on a case by case basis. Itinerant teachers were given the option to teach virtually from school since these teachers come in contact with the entire school body. Enrollment for September is consistent with previous years. If a child is ill and unable to attend school for a period of time the teacher will discuss with the parents/guardian a long-term plan for their child to remain successful. Zoom sessions will be held with parents to allow them an opportunity to ask questions and voice concerns. In addition, a remote program is being offered to any child whose parents are uncomfortable sending their son or daughter to school when an in-school session is taking place. Pupils that participate in this alternative program will continue with remote learning until the end of the trimester.