

St. Cecilia School

LEA Name: Pawtucket School Department

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Message from the Diocese of Providence/ Catholic Schools Superintendent: Mr. Daniel Ferris

As continuously demonstrated over two millennia of the Church's history, faith in Jesus Christ and adherence to a common mission to proclaim the Good News of the Gospel give strength and light to believers during uncertain times. In the last two centuries in the United States, the growth and expansion of Catholic schools have provided an extension of the Church's mission to teach as Jesus taught—providing a means to proclaim the Good News through a love of one another, particularly those who are most in need of God's love, and in leading us as Catholic educators to give thanks to God our Father, who sustains us in this life and prepares us for eternity with him in the next.

Now More Than Ever Diocese of Providence Catholic School Office Seven Guidelines for Continued Excellence in the Safe Reopening of Our Schools As continuously demonstrated over two millennia of the Church's history, faith in Jesus Christ and adherence to a common mission to proclaim the Good News of the Gospel give strength and light to believers during uncertain times. In the last two centuries in the United States, the growth and expansion of Catholic schools have provided an extension of the Church's mission to teach as Jesus taught—providing a means to proclaim the Good News through a love of one another, particularly those who are most in need of God's love, and in leading us as Catholic educators to give thanks to God our Father, who sustains us in this life and prepares us for eternity with him in the next. Now more than ever, Catholic schools play a vital role in forming the future. They raise up faith filled and educated individuals to serve a world desperately in need of light and love. We rejoice to respond to our Savior's call to guide these individuals through excellent educational and spiritual programs that serve the Church and the world.

In the Diocese of Providence, Catholic education has been a source of boundless hope for generations of families. Our schools have formed the minds and hearts of our students in the teachings of Our Lord and his Church, promoted the common good of society, and prepared countless students to lead lives of service, dignity and purpose. All students in our Catholic schools receive an invitation to know and love God, beckoning them to respond in service and sacrifice for those who in this life suffer or go without and to set their sights on the glories of eternal life.

Our principals, teachers, and staff labor in the Catholic schools as ministers of the Gospel. Embracing the teaching mission of the Church, theirs is a sacred as well as a professional vocation, a call to serve the least in the Kingdom of Heaven, a call that knows no limits and rises to all challenges.

Today we face such a challenge with the COVID-19 pandemic. Our Catholic schools have already adapted swiftly and efficiently to distance learning. They have sought to meet the educational, emotional, and spiritual needs of each child in a manner that has been deemed superior to other school systems and commended by professional educators across the state, including the Rhode Island Commissioner of Education. Unified in a common goal, the Catholic schools are now working confidently and collaboratively to prepare for a safe return to school in the fall.

To orchestrate this preparation, the Catholic School Office for the Diocese of Providence has commissioned a team of over 15 Catholic school leaders. This leadership team represents schools that teach children from ages 18 months to seniors in high school. It includes experts with years of experience in both Catholic and non-Catholic schools. This team has researched the best educational and safety practices for reopening schools and outlined broad guidelines for use by our school communities. And while specific directives remain unknown about what recommendations the state will issue for reopening schools, the team is confident that the successful adoption of its guidelines will lead to safe school environments for students and faculty and give parents' assurance of a whole-child education that continues with effectiveness and quality.

Our Catholic schools are now poised and ready to further their shared faith-based educational mission with courage and creativity. The steps taken to deliver instruction remotely were only the beginning. The journey continues with a vision for in person and hybridized learning paths that will allow us to respond quickly and nimbly to any foreseen or unforeseen circumstances. With faith in Jesus Christ and a common mission to proclaim the Gospel, we have the strength and the light to overcome the challenges this pandemic presents to us in the future. We have persevered and will continue to persevere; we have served and will continue to serve. The safety of the children God has entrusted to our care is our first priority. An exceptional Catholic education dedicated to the formation of each student's mind and spirit is our final goal. Yours in Christ.

Dear Members of the St. Cecilia School Community:

I would like to provide you with an overview of how we are preparing for the fall of 2020. We face complex and challenging decisions that require the most careful planning and preparation. Our focus is on protecting the health and safety of each member of our community while pursuing our academic and religious mission. Our planning has been on how we can provide for the safe return of the members of our community and how we can work to sustain their safety over the course of the year. The school will use science, data and public health information to inform the decisions we make. As guidance continues to be updated and provided to us by the CDC and RIDOH, we will continue to implement their recommendations. We must remain flexible and expect change. We will be expanding school cleaning services, purchase additional cleaning supplies, disinfectants and school supplies and explore new ways to clean classrooms throughout the day. We will also expand space for social distancing.

Parent/guardians will play a critical role in helping keep St. Cecilia School healthy, safe, and open. It is the expectation that all parents will comply with all CDC Guidelines, RIDOH, and St. Cecilia School guidelines. Families should have a plan **In Advance** for when a child is not able to attend on campus school and must remain at home. Families are expected to take precautionary measure to prevent virus transmission such a temperature screening before sending a student to school. We also ask families to provide their child with their own supply of hand sanitizer and clean facial coverings, as well as to have a plan in place for a timely pick-up if a student is dismissed for illness.

God Bless,
Mrs. Tetzner

Health and Safety Plan

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.

Students will have staggered start times. Students will stay in their pods all day including lunch. In the middle school teachers will rotate into the pods. Students will pass down the hall on one side and go back on the other side. Non-Essential furnishings in each room will be removed. Desk arrangement will be inline pacing with a right angle pattern that was part of the Reopening RI plan. One stairway will be up and the other one will be down. Lining up for the bathroom the students will be six feet apart in the hall. There will be tape on the floors that will let the students know where they will be required to stand. Students will be in the same classroom every day, the same entrance and exit every day, the same bathrooms and the same area of the school building.

Staying home if sick: As part of the social impact of re-opening, Saint Cecilia School students and staff must stay home if they are feeling sick or have any symptom associated with COVID-19.

Face coverings and masks: Masks are required in the K-12 setting, even when students are in stable groups and socially distanced (greater than 6 feet apart). The Rhode Island Department of Health (RIDOH) understands and supports the exceptions to wearing masks for health considerations, as outlined in the CDC Guidelines. Parents will be responsible for providing students with two face masks. Staff may choose to wear their own mask or one provided by the school.

Frequent hand washing and hand sanitizing: All Saint Cecilia School students and staff must engage in frequent handwashing, including upon arrival, before and after meals, before and after recess, after bathroom use, after coughing or sneezing, and before dismissal. Our protocols will highlight the need for effective hand washing in which individuals use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. If handwashing is not available, hand sanitizer with at least 60 percent alcohol content can be used.

Maintaining six feet of separation or wear a mask: All Saint Cecilia School students and staff must maintain a physical distance of six feet whenever possible. Age expected guidelines on use or non-use of face coverings for students as guided by the CDC and RIDOH will be followed.

Isolation and discharge protocols for students who become ill during the day: Saint Cecilia School is developing protocols for isolation and discharge of students who become sick during the school day. A specific room at Saint Cecilia School will be maintained for students with COVID-19 symptoms that are separate from the nurse’s office or other space where other ailments are treated. Parents are asked to have an efficient pick-up plan in place so that sick students do not remain on campus. Students are expected to be picked up in 30 minutes.

Regular cleaning, sanitizing, disinfecting, and disposal protocols: Saint Cecilia School has developed new protocols and routines to ensure that facilities and surfaces are regularly cleaned, sanitized, and disinfected in accordance with health and safety guidelines and that hazardous material are disposed of properly. There will be the cleaning of all classroom spaces, expanding space for social distancing and engineering all rooms for ease of continual cleaning program. Saint Cecilia School has purchased two sanitizing defoggers which will be used daily to insure disinfecting of the school every night.

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:

Mary E. Tetzner

mtetzner@scsri.org

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

If a student or staff member is presenting the symptoms of COVID-19, it is important to both address their immediate needs and ensure the safety of others to mitigate the potential spread to other students and staff in the building. When someone in the building feels ill they will report to the isolation room. The isolation room is the music room. The school nurse will use standard and transmission based precautions when caring for the sick person. When the student is placed into that quarantine room, a staff member with the appropriate PPE will safely monitor the student until transportation for the student can be secured. Communication to the student's parent or guardian should take place at this time to ensure that the transportation can be secured as quickly as possible. Procedures for safely transporting a student home have been established. The school will notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality. The area being used by a sick person will be closed until the area can be cleaned and disinfected. We will wait 24 hours before cleaning and disinfecting. The sick staff members and children will be advised not to return 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. Those who have had close contact to a person diagnosed with COVID-19 will be informed and told to stay home and self-monitor for symptoms. Follow CDC guidance if symptoms develop. If a person does not have symptoms they will follow appropriate CDC guidance for home isolation.

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.

We will be using the COVID-19 screening tool with the students, faculty and staff. The posting of the poster will be emailed home to the students and families, and faculty and staff. It will also be posted at all of the entrance doors for people entering the building to view. The people entering the building will be asked to look at the poster and they will be asked if they have any symptoms and have they had any risks to being exposed to COVID-19. A communication has already been sent home to families and faculty and staff via email, telling them they must stay home if they feel sick or have any symptoms associated with COVID-19. They will also be receiving reminders once a week telling the families and faculty and staff they must stay home from work/school if they feel ill. Mitigation strategies can be scaled up or down depending on the situation. We will also look at what is feasible, practical and legal. Any signs of a cluster for new cases or a reemergence of broader community transmission will result in a re-evaluation of community mitigation strategies. Community mitigation strategies will be layered upon one another and used at the same time. Several layers of safeguards to reduce the spread of disease and lower the risk of another spike in cases will be used.

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.

Immediately notify local health officials. These officials will help administrators determine a course of action for the school. Most likely the students and staff will be dismissed for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school and for custodial staff to clean and disinfect the affected facilities. The administrators will work with the local health officials to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19. The staff, families, and the public will be identified of school closures through social media. The school will inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop. The staff or students will be identified by their interaction with the staff or student who has tested positive for COVID-19. Once it has been determined who needs to be quarantined the administration team from St. Cecilia School will contact the

family through phone calls and emails. They will be informed the duration of the quarantine and when they can return to school.

Instructional Plan

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.*

The teachers at each grade level will pass along to the next grade-level team what was not covered during remote learning. Each grade-level team needs to know what was not taught during the spring because of lost time or challenges with remote learning. Students will be assessed in various ways. They will be assessed with homework and classwork. Quizzes and Test. Projects and class participation. Mixing up assigned tasks with exploratory activities, readings, videos and group discussions can help engage students and make the online experience fun. These forms of Assessment will explain how the students are progressing towards grade level standards. The assessment will occur at the end of defined period of instruction. Diagnostic assessments will allow the instructor to adjust the curriculum to meet the needs of the students. Teachers will also use writing prompts and journals. St. Cecilia School will organize grade level teams to identify the most important skills and topics for students to learn during the 2020-2021 school year.

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.

The teachers will need to connect with the teachers from the previous years to connect what was not taught during the spring. By all of the teachers discussing what was missed in the previous year it will benefit the students in the current year. St. Cecilia School will commit to grade-level instruction and use intervention time and home to address specific needs. The teachers should begin the year teaching at grade level then the teacher can assess the missing knowledge and skills from the previous year and then fill in the information. We will have your child's teacher from last year teach missed content or provide remediation during the upcoming school year to ease the transition.

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

St. Cecilia School will establish clear objectives for remote instruction. The purpose of each class or program must be provided to the students and parents. Grading and assessment must emphasize the value of student work and remote instruction. Instead of teachers trying to duplicate their classroom lessons teachers they will need to provide lessons into 10-15 minute segments. **If the situation dictates that we must limit number of students in classrooms, we will implement this Partial In-Person Model, which is often considered a 'hybrid model.'** In order to reduce class size by approximately 50%, we will divide the student body by alpha delineation into the A Team and a B Team. On two days each week the A Team will be on campus attending classes according to our traditional schedule while the B Team is logging in onto their laptop from home to view and participate in the live classes. On two other days, the B Team will be on campus while the A Team is logging in on their laptop from home. And every Wednesday, all students will be home using a distance learning model (teachers will have flexibility as to whether the students are logging into a live session or working independently on an assigned task). Instruction would remain rigorous and in close alignment with predetermined curriculums and attendance will be monitored. **If the situation dictates that all students must remain home on a full time basis, we will immediately implement our supportive and well-defined distance learning model.** Integrated platforms such as Google Classroom and single site integration will be used to assist learners, parents and teachers in a flexible educational model. Communication between the students and instructor is critical to the success of distance learning. Students will be assigned their own Gmail account they will be using in conjunction with Google Classroom. We will be using the blended learning model for St. Cecilia School. Online and face-to-face interaction is a powerful combination that makes the most of every moment for both student and teacher. I feel that a problem we encountered was their needs to be more structure in the day for the students. By providing an established schedule academics will be easier to manage and the students will be less frustrated. If the hybrid model needs to be used students will be divided into the A group and the B group. The A group will be in school on Monday and Tuesday and the B group will be in on Thursday and Friday. The hybrid model creates independent work and intervention day on Wednesday to allow for more flexibility and support. Families will be together across grade levels to minimize community interaction and exposure to the COVID -19 virus. The teacher will have a weekly wellness checks with the families.

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

St. Cecilia School will provide a common on-line platform for its teachers. This year the online learning platform will be Google Classroom. Teachers have already had on Professional Development Training on the learning platform. PD on Google Classroom will continue weekly during the summer. We felt this would be an easier way for teachers to establish digital classroom procedures, organize their materials and carryout lesson and learning activities. Teachers must state the purpose of each class to the students. If a teacher is not specific with their objectives the students will struggle to be productive with their time. Students need to have a social connection to the school. This will be done through more short phone or video conferring meeting to check in with students and parents. Video chats are a great way to help the students feel connected. This opportunity for more video conferencing will allow the students to share person updates. Provide instruction in short, high energy bursts that are mixed with high energy learning. St. Cecilia School will provide more structure for instruction.

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

Portfolio-style assessment will offer students choices about what work they would like to represent their learning. Students can then reflect, in writing or on video, about what they've learned. Teachers are well-educated professionals, and they should be trusted to look at these assessments of student work. Students can be given an opportunity to revise for a higher grade. Student engagement can be defined in a number of ways: online communication, assignments, parent communication and assistance. Attendance can be taken through a daily check in, a paper packet completion, or a daily practice activity. A teacher needs to see anything that leaves a digital footprint saying they looked at your class. Virtual hours are a great time to connect with individual questions. Those who complete the work will receive a numeric grade and those who do not will receive an incomplete. Students who are given and incomplete will be given the opportunity to work with their teachers to make up the work and change their grade to a numeric grade. All students will be promoted to the next grade. Those students who received an Incomplete will work with their classroom teacher to change that grade to a numeric grade. There must be 2-3 Formative Assessments per week.

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

A universal screener at the beginning of the school year has identified which students need extra support. The students will be identified in terms of need and will provide data to teachers to plan effective, engaging lesson, and to assure they are rigorous. As standards have risen and the complexity of content has increased, it is important staff have a deep understanding and a mastery of content. This is true both for core instruction as well as academic intervention. St. Cecilia school will focus on enduring academic intervention for the students that will be taught by staff with deep content expertise. Students receiving academic intervention support will be grouped based on academic need and proficiency level. Teachers will monitor student progress on a regular basis and update student groups as needed throughout the year. To ensure students have access to frequent academic support, St. Cecilia School will schedule extra instructional support time each day in addition to core content instruction time for subjects such as reading and math. To increase the number of qualified staff available to provide academic intervention St. Cecilia School will reach out to retired teachers to teach a small number of students in intervention periods on a regular basis. When it is possible students will be assigned to a teacher they already are familiar with. Intervention will be provided through a blended learning approach that will include teacher-led instruction and evidence based software.

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

St. Cecilia School is working closely with families of student with disabilities to ensure 504 plans and IEP's address the students' needs while reflecting the reality of virtual learning. The special education staff will continue to work with families over the summer and into the fall to ensure the students' needs are being meet. Students who receive Title 1 services during the 2020 summer will receive free summer classes through Catapult Learning. Teams may want to consider IEP amendments to update accommodations, goals and methods of service to the students. By using amendments is that student needs change. Using a teleconferencing system will allow teachers and students to have office hours with a 1:1 service provision. Speech services during virtual learning were done remotely with the teacher and the student. Schools should consider using DocuSign for getting documents signed off.

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

Surveys were sent out asking what types of professional development opportunities are needed to help in my school. The highest percentage of need was assistance with Google Classroom. The teachers currently receive Professional Development through the Pawtucket School Department with Google Classroom. They have weekly Zoom meetings and will be provided one on one instruction at the Pawtucket School Department in their district computer room. The teachers will also receive online modules to assist them with Google classroom Instruction. When the teachers meet with the teachers during common planning time they can discuss what additional help they need with distance learning. The groups will be Primary teachers, elementary teachers and middle school teachers. These groups will meet weekly to discuss Blended Learning, Distance Learning, and other educational plans for their classes. They will work in teams together to plan the educational plans of their classes.

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

Teachers will be educated regarding trauma from the guidance counselor at St. Cecilia School. She will meet with the faculty and staff at our weekly faculty Zoom meeting. She will discuss signs and symptoms teachers can look for from students that will indicate they are experiencing trauma in their life. Creating a community and connection in the classroom is about finding ways to get students to talk and share openly. A schoolwide Google Classroom can be created for the teachers with the resources necessary to deal with these topics. By implementing a self-paced professional guidance to each of the Google Classrooms, teachers can learn how to work with their students in their own online classroom. Resources have been created in the form of videos and handouts. Virtual PD will be developed for the principal so she has an understanding of what the teachers and students are experiencing.

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).

Here is the survey that we sent to the parents regarding Distance Learning and the results.

https://docs.google.com/forms/d/1MePYfLH1zGZCFjzanzL-XbNHY-ZtjkZF6bWEo_Cgi80/edit?usp=sharing

After we got the results we divided the faculty into 3 groups. Pre-K to grade 2, Grades 3-5 and Grades 6-8. We broke down the results and discussed them as a group. We took the results and from those results we developed our Distance Learning Plan for the 2020-2021 School year.

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.

The school will send an email to the parents to ease the transition back to school. We will let them know the staff is excited to welcome you and your student back to the 2020-2021 school year. To help kick-off the school year and ease the transition for students we will be creating a “virtual walk through” of our school building to share with your child before the first day of school. This will ease anxiety so both parents and students will have an idea of what the building will be like in the fall. We will also be holding Zoom meeting orientation session to welcome the families back to the school and to welcome new families. This Zoom session will share important information for the first day of school. St. Cecilia School is prepared to stay in touch with the families throughout the upcoming school year through our social media accounts. We will continuously update social media accounts with important information. This information will include what is going on at St. Cecilia School, information concerning any changes in the health and safety guidelines, and upcoming dates at the school such as Parent Conferences that you should be aware of. We are planning on offering remote options for back-to-school night and parent teacher conferences. The teachers will update Teacherease with the child’s progress at least once a week. The teacher will also communicate to the families how your child is progressing, how many classes they have attended and how many assignments they have completed.

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

We know the importance of developing strong relationships between students and staff. To help foster these relationships, the teachers will reach out to students during the first few weeks of school for quick check-ins either in person or via video conference, email, or text. Coming back to school may have emotional ups and downs for students. To help teachers understand how your child is doing emotionally, they will have the students' share how they are feeling, what they are worried about, and what is currently exciting them so the teachers will respond appropriately. They will also have a daily check-in where students can share via email or thumbs up/down how they are feeling. We know that the spring was isolating for many students. In the upcoming school year, teachers will continue to invite small groups of students to connect over lunch.

3. Social-Emotional and Mental Health Support

Social-Emotional and Mental Health Support

Social-Emotional and Mental Health Support Plan

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.

The liaison will be the principal of the school, the school nurse and the guidance counselor.

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

St. Cecilia School will encourage the staff to work together to deliver lessons to students. Staff should work with the grade and subject matter peers to write a week's worth of lessons. The staff and families will know that the school will be prioritizing around the clock cleaning. Faculty, Staff and students will see the school being cleaned throughout the day. In addition to frequent deep cleaning the staff member will have access to cleaning supplies and other sanitation materials if they would like to use them. We know that after this long close many of our students will require social-emotional support to help them reenter school. In preparation St. Cecilia School will be working with the teachers to help them learn to identify students with potential mental health problems. The teachers will work alongside mental health and counseling professionals to help support the child. It is so important for students build the resilience and self-awareness they need to be successful in life. It is important for students to identify their stressors and they learn to identify how they feel and why they feel that way. If students learn to verbally share stressors with each other they will start to build a community of trust where they feel safe and heard. Brainstorming ways to respond to stressors will help them to develop coping skills. Not all coping skills have to be structured or prescriptive. It is import for individuals to understand what coping skills are, as well as the idea that strategies are unique and individualized.

Reopening Operations

EVIDENCE:

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

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

During the 2020/2021 school year I will be increasing the hours of the school nurse. In past years I only had the nurse 3 hours per day, but now I will have the nurse 4 hours per day. I feel with all the addition protocols that need to be followed this will be very beneficial to the school. The staff is aware that this school year will be different than in past years. I am planning on having staff assist with temperature taking, assist in wiping down common areas, and cover lunches and recess for the staff. They will also monitor every hallway to endure there is a single flow of traffic for the students. The substitutes will be used to fill in as needed in the school. They will also be assisting in covering lunches in the classroom so teachers get a break and assisting in covering recess and other. The substitute teachers will also monitor the halls for proper traffic flow and reinforce social distancing among students.

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.

We have developed a schedule for opening and closing for the entire school. Certain grades will enter the school at certain doors. Each grade will be assigned to enter and exit the same door daily. Students will also have different opening and closing times so we will reduce congestion in common places. There will be one entry point and one exit point in each hallway. The hallways will be divided with tape so the students know that each side goes in one direction. A schedule has also been developed to stagger transition times between classrooms to allow time for the hallways to clear before new classes enter. In the elementary grades teachers will accompany students in the hallways and shared spaces. Tape will be placed on the floor of the hallways to indicate socially distant spacing. This will be so important especially where the students stand in line. All students will eat their lunch in their classroom. Meals will be dropped off at the classrooms during when the classroom usually has lunch. Classroom waste pick up will be at the end of the classroom lunch.

2020-2021 COVID 19 LUNCH & RECESS (WEATHER PERMITTED) SCHEDULE

**ALL LUNCHESS ARE IN THEIR HOMEROOM CLASSROOMS.
SNACK AND RECESS MUST BE WITH YOUR OWN CLASS, IF YOU HAVE COMBINED
RECESS TIME, YOU MUST KEEP YOUR CLASS ON THEIR SIDE OF THE RECESS
YARD. IF THERE IS INDOOR RECESS, WE EXPECT THE CHILDREN TO HAVE
MOVING SNACK AND MOVING RECESS TIME IN THEIR CLASSROOM.**

	LUNCH	RECESS
Pre - K	11:00	10:00-10:20 m,t,th,f 10:30 – 10:50 w
Kindergarten	Bathroom: 10:50 Lunch: 10:55	11:18-11:38 (go in & out Kind. Door)
1st Grade	Bathroom: 10:55 Lunch: 11:00	11:18-11:38 (go in & out Mary's Door)
2nd Grade	Bathroom: 11:18 Lunch: 11:20	10:55-11:15 (go in & out Mary's Door)
3rd Grade	Bathroom: 11:20 Lunch: 11:25	10:55-11:15 (go in & out Kind. Door)
4th Grade	Bathroom: 11:10 Lunch: 11:15	11:40-12:00 (go in & out Mary's Door)
5th Grade	Bathroom: 11:15 Lunch: 11:20	11:40-12:00 (go in & out Kind. Door)
6th Grade	Bathroom: 12:15 Lunch: 12:20	12:05-12:15 (go in & out Mary's Door)
7th Grade	Bathroom: 12:00 Lunch: 12:05	12:18-12:28 (go in & out Kind. Door)
8th Grade	Bathroom: 12:05 Lunch: 12:10	12:30-12:40 (go in & out Mary's Door)

**IF IT IS RAINING, SNOWING OR JUST TOO COLD, YOU KEEP YOUR CLASS FOR INDOOR RECESS.
(WE DON'T EXPECT/NOR WOULD YOU WANT OTHER TEACHER TO BE IN YOUR CLASSROOM.
WITH THE EXCEPTION OF MIDDLE SCHOOL)**

2020-2021 Drop off & and Dismissal for Full Days

Each child will have their temperature taken and hand sanitizer will be installed next to each door. Children must use before entering the school.

Drop Off

7:35 am

Pre K enter in Pre K door

Kindergarten enter in Kindergarten door

1st Grade enter in front door

7:40 am

2nd Grade enter in front door

3rd Grade enter in Kindergarten door

4th Grade enter in Pre K door

7:45 am

5th Grade enter in Pre K door

6th Grade enter in front door

7th Grade enter in Kindergarten door

7:50 am

8th Grade enter in both back doors – Close doors at 7:55 am

Dismissal – Homeroom teachers

2:05 pm Pre-K enter out Pre K door

Kindergarten enter out Kindergarten door

2:10 pm

1st Grade enter out Pre K door

2nd Grade enter out Kindergarten door

2:15 pm

3rd Grade enter out Kindergarten door

4th Grade enter out Pre K door

2:20 pm

5th Grade enter out Pre K door

6th Grade enter out Kindergarten door

2:25 pm

7th Grade enter out Kindergarten door

8th Grade enter out Pre K door

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.

Bussing is provided by the Pawtucket School Department. Bussing should be limited to only those students who have no other option for transportation. Students who will not be able to take the bus, will be able to be dropped off 30 minutes early and picked up 30 minutes late at St. Cecilia School. Parents will be encouraged to car pool to school. A radius should be set up to encourage those students who did take the bus to walk to school.

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).

Half way through Distance Learning the principal of St. Cecilia School sent out a survey to the families concerning various issues regarding Distance Learning. One of the questions asked was “How do you feel about sending your child to school in the fall.” Of the 96 responses 51% felt they were ready to have their child return, 35.4% felt they were unsure about having their child return to school and 13.5% did not feel they were ready to learn. Some of the comments were some of the parents did not know what their job would be like in the fall, one parent felt they wanted to see how the summer went, many parents were amazed how difficult it was for them teaching their child and some want to know about the schedule if we did the hybrid model. I did have 2 employees who retired at the end of the school year. They were both high-risk and they had concerns about the virus and interaction with the children.