

## LEA Reopening Planning Template

---

LEA Name: St Augustine School  
Point of Contact: Janet Rufful  
Contact information: [principal@staugustinesri.com](mailto:principal@staugustinesri.com)

---

### Introduction

#### Overview and Purpose

This document outlines the critical components needed for a school district's reopening plan. LEAs will use this template to create plans **aligned to the guidance document** titled "[Back to School RI: Health-and-Safety Guidance to Reopen Rhode Island's Elementary and Secondary Schools.](#)" *This document and the guidance document should be used side-by-side.*

Please consider the critical components included in the following tables to **develop or enhance** your reopening plans. Then use the planning template included below each table to capture the identified information and evidence to return to RIDE. Completed templates must be returned to RIDE by **July 17, 2020**. LEAs will receive feedback on their reopening plans by the end of July.

#### Outline of Reopening Plan Components

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

A comprehensive reopening plan should include:

1. **Message from the Superintendent**
2. **Vision and Guiding Principles for Re-opening**
  - a. A strong vision includes the following 5 components:
    - i. Core values driving the plan
    - ii. Hopes and aspirations for the fall
    - iii. The process of building the plan
    - iv. Reinforcing the need to be agile and flexible
    - v. A high-level timeline with major milestones, including expected communication
  - b. LEAs can adopt RIDE's guiding principles (located on page 4 of the guidance document) or use their own. While the vision and guiding principles may be

#### Timeline and Responsibilities

##### RIDE

1. Reopening template + guidance, **June 19**
2. Reopening plan feedback, **end of July**

##### LEAs

1. Draft and submit reopening plan, **July 17**

similar to what LEA's have in their strategic plan, they should explicitly acknowledge the unique circumstances of COVID-19 planning.

### 3. Strengths and Challenges from Spring 2020

- a. This provides a starting point from which to build.
- b. All LEAs should elicit feedback from students, staff, and families. Please make this a priority if you have not yet gathered this feedback.

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

- a. This includes Health and Safety, Instruction, Social-Emotional and Mental Health Support, Reopening Operations, and Communication.
- b. Communication is embedded in each critical component table
  - i. Strong communication plans include a list of key stakeholders, a routine and timeline for ongoing communication, and high-level understanding of critical content.

## Reopening Support

RIDE's role is to ensure that all LEAs are prepared to provide students, staff, and families with a safe educational experience in the fall and to provide key resources to LEAs in support of that process. Over the next few months, RIDE will be compiling and updating guidance resources to support LEAs in drafting key components of their reopening plans. Additionally, RIDE will support LEAs by providing feedback on reopening plans and opportunities for peer review of plans through a public-school consulting organization (District Management Group).

## Plan Submission Process

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

## Critical Components of an LEA Reopening Plan

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

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

- **Assurances** - actions and items **LEAs must incorporate** into the plan **but do not formally need to be submitted to RIDE** (though may be requested as additional

support at a later time.) *In the template below, LEAs will mark "X" in a box to confirm they have this in their plan.*

- **Evidence** - actions and items **LEAs must incorporate** into plans and **need to be submitted to the RIDE** through narratives or other artifacts. *In the template below, LEAs will use the blank boxes to type plans or attach/link to relevant materials.*
- **Guidance** - items that should be considered and incorporated into plans but do not need to be submitted to the state.

**LEAs are required to plan for all three reopening scenarios: limited in-person, partial in-person, and full in-person** with a degree of distance learning incorporated into all plans. In this document, please provide responses for the full in-person scenario as outlined by the governor and note how the plans will be adjusted/modified for partial and limited in-person scenarios.

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

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
<b>Face masks and coverings</b>		
X		a. <i>Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.</i>
X		b. <i>Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).</i>
X		c. <i>Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</i>
		d. <i>Implement other procedures, as needed.</i>
<b>Social distancing and organizing personnel</b>		
	X	e. <i>Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into "pods" or "stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.</i>
X		f. <i>Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.</i>
X		g. <i>Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).</i>
X		h. <i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>



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.
<b>Responding to a positive case or outbreak</b>		
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 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"> <li>- Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case</li> <li>- 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.</li> <li>- Closing a portion or entirety of the workspace for a thorough cleaning</li> </ul>
	X	o. Describe your plan for managing staff and students if or when a someone in the building tests positive for COVID-19.
<b>Minimizing access by COVID-19-positive or symptomatic individuals</b>		
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
<b>Communication with staff and students</b>		
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



		<i>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.</i>
X		<i>v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
X		<i>w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</i>
		<i>x. Implement other procedures, as needed.</i>
<b>Cleaning and decontamination</b>		
		<i>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.</i>
X		<i>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.)</i>
		<i>aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.</i>
X		<i>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.</i>
X		<i>cc. Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.</i>
		<i>dd. Implement other procedures, as needed.</i>
<b>Industry specific guidance and updates</b>		
X		<i>ee. Identify and review guidance specific to education and childcare on <a href="http://www.reopeningri.com/">www.reopeningri.com/</a>.</i>
		<i>ff. Consult <a href="http://www.reopeningri.com/">www.reopeningri.com/</a>, the RIDOH website, and the Governor's Executive Orders on a weekly basis or whenever notified of the availability of new guidance</i>
		<i>ii. Stay in touch with key community partners regarding education and childcare specific guidance</i>

## Health and Safety Plan

### ASSURANCES:

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



X	<i>Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.</i>
X	<i>Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).</i>
X	<i>Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</i>
X	<i>Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.</i>
x	<i>Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).</i>
X	<i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>
X	<i>Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.</i>
X	<i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i>
X	<i>Prepare the district to respond to a positive case or outbreak in a school building or central office.</i>
x	<i>Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.</i>
X	<i>Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.</i>
X	<i>Post signs or posters describing the district's rules for wearing masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.</i>
X	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
X	<i>Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</i>
X	<i>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.)</i>

X	<i>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.</i>
X	<i>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.</i>
X	<i>Identify and review guidance specific to education and childcare on <a href="http://www.reopeningri.com/">www.reopeningri.com/</a>.</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 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.*

**[Plans of St Augustine School](#)**

**Full in-Person Learning for All**

The opening of the school planning committee will share the opening of school documents including the documents provided by the RIDOH (Rhode Island Department of Health). The documents include, the screening tools, going to work self -assessment, interacting at work and hygiene procedures, the cleaning frequencies and procedures, and the entry procedures for employees, visitors, and students. All of the policies and procedures provided by the Rhode Island Department of Health will be posted throughout the building.

The committee will share the classroom designs, designated travel paths, assigned bathrooms, and bathroom times, seating assignments, lunch times, and schedules. The faculty and staff will meet and the planning committee, prior to the beginning of school and will discuss all of the above plans that were previously sent to faculty and staff members. Meetings with parents will be held by grade level, either in-person or through Google meets. All three plans will be diagrammed and available to faculty/staff, parents, and students.

Outside Learning areas will be set up(weather permitting). This will enable classes to social distance, have lessons and take a mask break. We also have two air conditioned rooms available in the church which will provide a room for grade 7 and grade 8. All of the safety protocols will be in place.



Students will begin school on different days and be given an opportunity to learn and walk-through process. The students will be given the opportunity to see the changes in the building, discuss the policies and procedures.

Sept. 2nd Middle School Students, Grades 6, 7, 8 Only Full Day

September 3rd Primary Grades 3, 4, 5 Only Full Day

September 4th Early Childhood Pre-K 3 and Pre-k 4, Kindergarten, 1, 2, Only

7:45-8:15 Arrival ---Dismissal 11:00 am

1. All employees and students will wear masks and maintain the required feet (6ft.) of social distancing. Students will wear masks when traveling in the building and will be required to wear a mask when with their consistent pod of children and staff (up to 30). Teachers and staff are aware of the individual needs of students and will share the reasons for mask wearing, but it will not be mandatory.
2. Masks will be available to all employees, and students. Parents and family members will be required to be screened (COVID questions, temperature check, mask wearing, and given hand sanitizer) and enter at a designated point of entry. Policies and procedures will be posted at points of entry.
3. Employees and family members will receive written guidelines for wearing masks, proper cleaning of masks, and distance required for the social distancing.
4. Faculty/staff meetings, lunches will take place within guidelines (no. of people/space required).
5. Staff/faculty workspaces will follow social distancing guidelines (6ft).
6. Cleaning personnel will meet and participate in the development of the cleaning procedures and frequency.
7. Faculty and staff will receive PD in the rules and regulations required by COVID 19. This will take place in Google Meets or Zoom meetings as well as in small groups and be provided in written form (symptom checks, cleaning schedules, hand washing, masks and social distancing). Policy reminding faculty/staff that they must stay home if sick and the sick-time policy will be available in written form.
8. Faculty/staff will be assigned points of entry, required cleaning procedures, student traffic, procedures to follow if a student needs the nurse's room.
9. If a student or staff member has symptoms of COVID-19 they will not be admitted into school, if they have entered they will be escorted to the nurse's room where a parent will be contacted and asked to pick the child up within an hour. They will be told to contact their primary care physician or a respiratory clinic (that information will be provided).
10. If a member of the St. Augustine community has been in contact with someone who has tested positive or becomes positive the Rhode Island Department of Health will notify the school. If exposed, the individual must self-quarantine as instructed by the RIDOH, seek medical advice, if the individual tests positive they will be unable to return to school until they have medical clearance. If tested positive the school will immediately notify

families, insure privacy laws, and continue with the recommended feasible course of action(hybrid or distance learning).

11. The students and staff will have accessibility to the teacher of social/emotional development. Resources will be provided regarding mental health and mental health services.
12. Each class will be treated as a stable pod. Desks will be placed in accordance with social distancing guidelines, students will be required to wear a mask in the pod, and when transporting through the school.

### Screening Process

13. All students and faculty and staff will be asked the COVID - 19 required questions, screened for a fever, use hand sanitizer, and be required to wear a mask (age appropriate). **If a student does not meet the requirements to attend school the child will be returned to the parent or be walked to the nurse's room and a parent will be contacted. The parent will be expected to pick the child up within an hour.** The parent must notify the school in regards to what action was taken(advice of primary care Dr. or Crisis Emergency Center).

**All students, faculty and staff are required to stay home when they are sick. When a child goes home sick they must remain home for the following 24 hours. If a child or adult has a temperature they must not return to school until they have been temperature free and symptom free for twenty -four hours without medication(Tylenol).**

**Students who suffer from allergies will be required to bring in documentation from a medical doctor.**

### Arrival and Departure Times

The students will follow the staggered schedule of arrival, they enter through the assigned classroom door, and when departing they will depart through the same door. They will have a path of travel that will be direct(marked physically) and void of crowding.

#### 14. Arrival Time is at 7:45 am - 8:15 am.

- 8:45 -8:00 Last names beginning with A-I
- 8:50-8: 10 Last names beginning with J-R
- 8:00 -8:15 Last names beginning with S-Z

#### Departure Times

- 2: 30 - Pre-k 3 and 4, Grades 1 and 2
- 2:40 -Grades 3, 4, 5
- 2:45- Grades 6, 7 and 8

### Assigned Doors for arrival and departure:

**Pre-k 3 and 4** Back of school - first door on left - closest to faculty parking lot-

(labeled Pre-K)

**Kindergarten ,Grades 1 and 2** - Back of School - middle doors (labeled K, 1 and 2)

**Grade 3** Front of School - Closest to school parking lot (labeled no. 3)

**Grade 4** Extended Day Care Door (Labeled EDP- 3 )

**Grade 5** Front of School - Middle Doors( facing Mt. Pleasant Avenue)(no.5)

**Grades 6, 7, 8 Gymnasium Doors** (labeled 6, 7, 8)

**Multiple children from one family may enter in the same door. They will go in the door of the youngest child. (A grade 8 student and sibling in grade 4 will both enter the grade 4 door.**

**Bathroom Assignments - Teachers will schedule bathroom breaks so they are staggered.**

### **Pre-k 3 and Pre-K 4 and kindergarten**

Each classroom will use the pre-K bathroom located across the hallway of the entrance.

**Pre-K 3 Girls** will use 2 stalls labeled 3, and use the sink labeled no. 3. **Pre-k 3 boys** will use the bathroom stalls labeled no. 3 and use the correlated sink no. 3. **K** students will use the stall labeled K and the K labeled K.

**Pre-k 4 Girls** will use 2 stalls labeled 4 and use the sink labeled no 4. **Pre-k 4 boys** will use the bathroom stalls labeled no. 4 and use the correlated no. 4 sink. Students will travel on the right and use the distancing marks on the floor. Students are always supervised while in the bathroom.

**Grades 1, 2, 3**, -Girls in each class will use the stall labeled according to the grade they are in (Grade 1 girls use stall no. 1 etc.). The sinks are labeled grades 1 ,2 and 3 and 4

**Grades 1, 2, 3**, Boys in each class will use the stall labeled according to the grade they are in (Grade 1 boys use stall no. 1 etc.). The sinks are labeled grades 1 and 2 and 3 and

**Grade 4** - Girls will use the girls' bathroom located at the end of the cafeteria. Boys will use the bathroom, opposite from the girls located at the end of the cafeteria.

### **Grades 5, 6, 7, 8**

The girls and boys will use the stall labeled according to their grade and the corresponding sink. The urinals in the boys room will also be labeled according to grade.

15. Signs will be posted displaying requirements to wear masks, implement social distancing, specifying exits, entrances, and stating that sick individuals should stay home.
16. The cleaning schedules and procedures will be posted in every classroom. The building schedule will be placed in the custodian's closet as well as in the main office.
17. Faculty and staff will be scheduled to meet the requirements of social distancing.

### **Example**

Two adults will be assigned to a consistent pod of students each day. Each classroom pod will be in contact with two consistent adults each day. Other faculty/staff interaction will be conducted with social distancing of 6ft.

**Example:** The middle school teachers will travel from classroom to classroom and they will keep the 6ft distance. Recess areas will be assigned at alternating times. Other faculty/staff interaction will be conducted with 6ft. of social distancing. **Example:** The middle school teachers will travel from classroom to classroom and they will keep the 6ft distance(rolling table with plexiglass to provide a shield).

**\*\*\* draft\*\*\*\*Extended Day Care 2:30 pm -4:30 pm Mon.- Thurs. (This will increase the number of children they come in contact with daily.) If possible following RIDOH regulations.**

Students who choose to attend the Extended Day Care Program will then have contact with 3 consistent adults.

Before School 7:30-7:45 -Gather in the gated area

### **Groupings**

Designated spaces in groups with 14 feet of distance in-between groupings

Groupings --

- A. Pre-K 3 and 4, K, 1, 2, 3
- B. Grades 3, 4, 5,

Or each group will have its own pod. Depending on RIDOH regulations Parents will enter by the EDP door to pick up children from the EDP door. The parents must wear masks and keep the social distance of six feet.

### **Partial -In- Person Plan - Hybrid**

The policies and procedures put forth in the reopening plan will be adhered to in the partial-in-person plan. The partial -in person numbers will be followed as outlined in guidelines by RIDE. Depending on the reason for the partial-in-person plan to be put in place will determine who attends school and who will participate in the distance learning program. The students in school will attend Monday through Friday. The at home students would be able to live-stream for math and reading or review Zoom or Google meets recordings. Classroom assignments will also be posted on Google classroom. The St Augustine community will be notified via text, email, the website and Google Classroom.

### **Limited -In- Person - Hybrid**

The policies and procedures put forth in the reopening plan will be adhered to in the limited-in-person plan. The limited -in- person would consist of pods of fifteen. The same policies and procedures as put forth in the reopening plan for full in-person will be followed.

### **Full Distancing Learning for All**

The school has an all school distancing learning schedule developed by grade level teachers in pre-k through grade 5. The middle school teachers created a Zoom (Google meets)schedule based on their daily schedule. All teachers would be available 8:30 am -2:30 pm.

Each morning the school will gather for morning prayer(via Zoom/ google meets)) and will follow their distance learning schedule for the day. Each faculty/staff member, family will have access to all three learning plans.

All learning plans:

All learning plans will adhere to CDC guidelines and recommendations made by the RIDE.

All 4 Core subjects have capabilities allowing flexibility to change from in-person to at home. Curriculum allows the same application of material at home as in school. This makes pivoting back and forth logistically and ergonomically sound.

**Upon entering the building:** If a child their temperature reads 100 F or higher, and or shows signs of COVID(runny nose, coughing, trouble breathing etc.) they will be escorted back to their parents. If the parent has left the property they will be escorted to the nurse's (isolation room) office. A parent will be called and asked to pick their child up immediately.

**In the classroom:** If the child is in the classroom and his/her temperature reads 100F or higher, he or she will be escorted to the nurse's office (isolation room) and the adult will call home and request that the child be picked up within the hour. The child will not be allowed back to school until they have been fever and symptom free for 24 hours(without medication). If a child does test positive for COVID, they will be allowed in with the required paperwork from the medical provider.

**After School Program:(If allowed by the RIDOH)** If the child is in the after or before school program and his/her temperature reads 100F or higher, he or she will be escorted to the isolation office and the adult will call home and request that the child be picked up immediately. The child will not be allowed back to school for 24 hours. If a child does test positive for COVID, they will be allowed in with the required paperwork from the medical provider. Recommendations will be followed by the RIDOH.

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:
Janet Rufful	<a href="mailto:principal@staugustinesri.com">principal@staugustinesri.com</a> 401-487-6787

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

Mrs. Janet Rufful (in her absence, Mrs. Michelle De Quattro) will be the representative to work with RIDOH on testing staff, and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related requirements to mitigate outbreak containment. If a child in a particular classroom is exposed to COVID-19, the RIDOH will be contacted immediately and directives will be followed. We will be ready to have the entire class, who has been functioning as a stable group, self-quarantine for a period of 2-5 days as determined by the RIDOH. During this time of self-quarantine, distance learning will take place to ensure the continuity of learning. Anyone who has come within less than six feet without a mask for 15 minutes or longer will be contacted.

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.

The screening process will be available on an app and the parent/family will be asked to assess the children. The screening will also take place at the place of entry. Each student will be required (unless mitigating experiences), to wear a mask, be asked the COVID questions, have a temperature screen and given hand sanitizer. There will be posters at each entrance, in the hallways, and bathrooms. All teachers/staff and family members will receive written guidelines on staying home and follow up directives. The screening process and updated information will be provided on the website. The screening process will be provided in a Zoom meeting given by each homeroom teacher, as well as a scheduled class meeting prior to the start of school. Updates will be sent electronically through the family Envelope and updated regularly on the website.

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.

**Communication with Parents/Faculty/Staff/Families:** If a student does test positive the students and his/her families' privacy rights will be protected. The school will follow the directives from the RIDOH. Everyone will be notified, but the name and individual circumstances will not be shared. The communication will be that a student has tested positive and the contacts will be notified individually by the principal.

If a child in a particular classroom (pod) is exposed to COVID-19, the entire pod that has been functioning as a stable group, will be contacted and the RIDOH will be followed. In consultation with the RIDOH the time of self-quarantine, distance learning will take place to ensure the continuity of learning. Anyone who has been in the pod or had contact with the pod will be contacted. The designated person will work with RIDOH in providing the contact list of all staff and students who have been exposed to COVID. Communication with family directly impacted will be delivered by phone. Email will be the vehicle of communication to families and faculty and staff. The school will have an open phone line for questions and if possible in-person meetings. The cleaning routine will take place immediately including all of the individual hot spots. The RIDE Playbook will be followed.

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
		a. <i>Develop a Return to Instruction Workgroup</i>
	X	b. <i>Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for <b>all</b> students. This plan must include an assessment of learning for multilingual and differently abled students.</i>
	X	c. <i>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.</i>
		d. <i>Consider if and when students will still have access to non-core content (electives, etc.)</i>
	X	e. <i>Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.</i>
X		f. <i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i>
	X	g. <i>Demonstrate comparable levels of rigor between online and in-person instruction.</i>
X		h. <i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>



X		i. Develop system to continually monitor learning progress and loss.
	X	j. Determine changes to testing, grading, report cards, attendance, and promotion policies.
<b>Remediation and Intervention</b>		
	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.
<b>Special Education Services</b>		
	X	o. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
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?
<b>Staff Supports</b>		
	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).
<b>Family and Community Engagement (communication and partnerships)</b>		
	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

X	Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X	Develop system to continually monitor learning progress and loss.
X	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.
X	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.
X	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	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?



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 wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).</i>
X	<i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</i>

**EVIDENCE:**

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

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

Students will participate in informational pencil and paper assessments throughout the 3rd and 4th weeks of school. Students will also be given the STAR testing in math and reading. The test will be provided in English and Spanish and the tests will be adapted in terms of time and learning level for differently abled students. Instruction will be based upon formative assessments.

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

The teachers will utilize Lexia Core 5 which provides grouping (within the stable group of students) which will lend itself to meeting the individual needs of students. The STAR testing also provides diagnostic instruction. Grouping and pacing of instruction can be dedicated by the needs of students. The Response to Intervention teacher will be providing intervention plans and lessons (possibly Zoom/google meets) as needed. The Special educators will be involved in the planning scheduling of students, (again may involve Zoom/google meets learning). The technology teacher will work with core teachers to provide quality instruction with regard to social distancing. Students will be using devices that have been assigned to individuals. We are also working with the Highlander Group to improve all learning.



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

The fall planning will concentrate on data received from the spring distance learning experience. The fall will concentrate on student data from the spring, and the fall in-person formative and summative assessments. In-person will be based on needed skills and the ability to meet with students in person. The plans are different from the spring because we as a community are prepared to teach and learn partial -in-person and a distance learning plan. The faculty/ staff and parents data has been instrumental in developing these plans to address interruptions in learning. The staff will work with consultants from the Highlander Institute and Lexia Core 5 staff to better improve skills and increase knowledge regarding online learning platforms.

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

All 4 Core subjects have the capabilities allowing flexibility to change from in-person to at home. Curriculum allows the same application of material at home as in school. This makes pivoting back and forth logistically and ergonomically sound. The teacher training and professional in instruction and assessment is being provided throughout the summer. The faculty and staff are working with the Lexia Core 5 reading program as well as with the Highlander Institute to improve all aspects of in-person, partial in-person and distancing learning. This is an ongoing process of enrichment and development.

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

The students will continue to receive grades for work and participation. Attendance will be taken daily in the homeroom and throughout the day. Testing will be formal through STAR, ongoing monitoring through Lexia Core 5, authentic work projects, presentations and through Google classroom. Promotion policies will be based on skill mastery and the evidence will be collected through several formats.

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

The teachers will utilize progress monitoring to assess students. The plan of instruction will address the areas of need. The Response to Intervention teacher will be consulted and the appropriate

action will be taken. Parent consultation via email /Zoom/google meets will take place regularly to assess the progress of the students. Academically, mastery of skills and work completion through Lexia Core 5 And STAR will provide data. The social emotional piece will be monitored by the teacher with the assistance of the social/emotional instructor. Individual family or students sessions will take place.

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

All IEP's are reviewed prior to the first day of school for parents. Zoom/Google meets, meetings are set up with parents to meet the teacher for the new school year. All involved teachers will be included in the plan. Every six weeks or as needed a parent/teacher Zoom will take place to monitor progress,

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

The assessments will be carried out through surveys developed for each group. The administrative team will collect data and summarize takeaways and develop a plan with the stakeholders.

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

The teachers and staff will have accessibility to professional development provided by the Providence School Department, the RIDOH, and Bradley Hospital. We will continue to seek our resources and make them available to all staff members.

*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).*

Through in-person meetings on an individual basis, surveys, and group discussions of the reopening policies and procedures will be discussed and finalized. Staff will be asked what they expect, their fears, their suggestions on how we can best provide a quality educational program as well as staying safe and healthy. Parent meetings given social distancing and following RIDOH guidelines will provide information and guidance on providing a safe opening that parents, students and staff are comfortable with. The planning committee has distributed information to the staff as well as seeking information and will continue to do this as the school year begins.

Key Takeaways :

Arrival procedure must be staggered and strictly enforced.

Enforcing staff and students staying home when they are sick.  
 Keeping stable groups and minimizing contact without social distancing.  
 Do students have to wear masks all day?  
 Parents want access and input in the planning of reopening.  
 Instruction time will be evaluated.

*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 parents will receive weekly communication from both the school administrator, classroom teachers and specialized learning teachers. The administrator will provide weekly updates in health and safety guidelines, and distance learning. Zoom/Google meets, meetings will be available to keep parents informed.

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

The teachers and staff will implement a school wide, "Getting Back to School Program which includes sharing of experiences, writing, drawing, verbal sharings as well as understanding of the COVID situation developed for students of their grade level. The students will be invited for a scheduled tour prior to the first day of school to tour their classrooms, experiencing the designated foot flow of traffic, classrooms assignments, doors of entry and exit, recess area etc. Beginning back to school there will be staggered days of entry.

### 3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	

#### Social-Emotional and Mental Health Support

		a. Establish a crisis response team focused on student and staff mental health and wellness.
	X	b. Designate a mental health liaison who will work with the district, RI Department of Health, and community partners.



X		c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X		d. Screen or evaluate students for mental health needs.
		e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X		f. Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.
		g. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
	X	h. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

## Social-Emotional and Mental Health Support Plan

### ASSURANCES:

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

X	Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X	Screen or evaluate students for mental health needs.
X	Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.

### EVIDENCE:

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

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

Barbara Hayes, the emotional /social support teacher, will be the liaison who will work with the school, the RI department of Health and community partners. The school is also looking at the possibility of hiring a CNA, and an RN.

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

Faculty and Staff will be provided with the web address RICOVID-19 Information and the health and support tab. Resources will be available to faculty/staff members. Information will be available in the faculty online site as well as on the website. This will be discussed at professional development as

well as the faculty meetings. The planning committee for re-opening the school will be instrumental in this process.

Reopening Operations		
Provide Assurance	Submit Evidence	
Facilities and Maintenance		
x		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
x		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
x		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
x		d. Establish procedures for entering the school building for teachers, students, visitors, vendors.
x		e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.
Operations (Budget, Staffing, Scheduling, Food Services)		
	x	f. Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. More information about the format and detail needed will be provided separately.
	x	g. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.
	x	h. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.



x		i. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
<b>Transportation</b>		
x		j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).
x		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).
	x	l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.
x		m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> <li>- Cleaning schedule</li> <li>- Maximum capacity based on RIDOH guidelines</li> </ul>
		n. Update bus routes, as needed.
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).
<b>Technology</b>		
		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"> <li>- Students utilizing school devices at home</li> <li>- Faculty utilizing school devices at home</li> <li>- Return and sanitation of devices</li> <li>- Tracking computer issues</li> </ul>
<b>Family and Community Engagement (communication and partnerships)</b>		
	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

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

## Re-opening Operation Plan

### ASSURANCES:

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

X	<i>Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.</i>
X	<i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
x	<i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
X	<i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i>
X	<i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i>
X	<i>Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.</i>
X	<i>Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)</i>
X	<i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</i>
X	<i>Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).</i>



X	<i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>
X	<i>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.</i>
X	<i>Develop process for inventory of technology.</i>
X	<i>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.</i>
X	<i>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.</i>
x	<i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</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. *Identify staffing changes for the upcoming school year and develop a plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.*

The plan is two decrease two positions in the middle school(due to enrollment) and increase by two positions in grades 4 and 5 to enable us to social distance. We have gone from one kindergarten to two, to decrease numbers of students in each class. The funds from ESSA and GEER will pay for cleaning supplies and materials, technology for students and staff, online learning programs and materials. The funds will also be used to finance a nurse or CNA for the school to help carry out the guidelines provided by the RIDOH. A building substitute will be available to fill in for teachers. Utilize ESSR funds and Title Funds to meet the needs of students as assessments indicate.

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.*

## Arrival and Departure Times

The students will follow the staggered schedule of arrival, they enter through the assigned classroom door, and when departing they will depart through the same door. They will have a path of travel that will be direct (marked physically) and void of crowding. Each class will have assigned travel times. bathrooms, lunches, and recess. Lunch will be eaten in the classrooms.

### 1. Arrival Time is at 8:00 am - 8:30 am.

8:00-8:15 Last names beginning with A-I  
8:15-8:30 Last names beginning with H-O  
8:30 -8:45 Last names beginning with P-Z

### Departure Times

2:30- Grades 6, 7 and 8  
2:40 - Pre-k 3 and 4, Grades 1 and 2  
2:50 -Grades 3, 4, 5

### Assigned Doors for arrival and departure:

**Pre-k 3 and 4** Back of school - first door on left - closest to faculty parking lot - (labeled Pre-K)

**Kindergarten and Grade 1** -Back of School - middle doors (labeled K and 1)

**Grade 2** Back of School -Cafeteria Door (next to middle doors) (labeled no. 2)

**Grade 3** Back of School -Extended Day Care Door (Labeled EDP- 3 )

**Grade 4** Front of School- Closest to school parking lot (labeled no. 4)

**Grade 5** Front of School - Middle Doors (facing Mt. Pleasant Avenue)(no.5)

**Grades 6, 7, 8 Gymnasium Doors** (labeled 6, 7, 8)

**Bathroom Assignments - Teachers will schedule bathroom breaks so they are staggered.**

### Pre-K 3 and Pre-K 4

Each classroom will use the Pre-K bathroom located across the hallway of the entrance.

**Pre-K 3 Girls** will use two stalls labeled number 3 and use the sink labeled number 3.

**Pre-K 3 Boys** will use the bathroom stalls labeled no. 3 and use the correlated sink no. 3.

**Pre-k 4 Girls** will use two stalls labeled number 4 and use the sink labeled number 4.

**Pre-k 4 Boys** will use the bathroom stalls labeled no. 4 and use the correlated sink no. 4.

Students will

travel on the right and use the distancing marks on the floor. Students are always supervised while in the bathroom.

**Kindergarten** students will use the bathroom at the end of the cafeteria. Students will travel on the right and use the distancing marks on the floor.

**Grades 1, 2, 3, and 4 girls** -Girls in each class will use the stall labeled according to the grade they are in (Grade 1 girls use stall no. 1 etc.). The sinks are labeled grades 1 ,2 and 3 and 4

**Grades 1, 2, 3, and 4 boys** - Boys in each class will use the stall labeled according to the grade they are in (Grade 1 boys use stall no. 1 etc.). The sinks are labeled grades 1 and 2 and 3 and 4

### **Grades 5, 6, 7, 8**

The girls and boys will use the stall labeled according to their grade and the corresponding sink. The urinals in the boys room will also be labeled according to grade.

2. Signs will be posted displaying requirements to wear masks, implement social distancing, specifying exits, entrances, and stating that sick individuals should stay home.
3. The cleaning schedules and procedures will be posted in every classroom. The building schedule will be placed in the custodian's closet as well as in the main office.
4. Faculty and staff will be scheduled to meet the requirements of social distancing.  
Example #1:  
Two adults will be assigned to a consistent pod of students each day. Each classroom pod will be in contact with two consistent adults each day. Other faculty/staff interaction will be conducted with social distancing of 6ft.  
Example #2:  
The middle school teachers will travel from classroom to classroom but they will keep the 6ft distance. Recess areas will be assigned at alternating times.  
Other faculty/staff interaction will be conducted with 6ft. of social distancing.

Example #3:

The middle school teachers will travel from classroom to classroom but they will keep the 6ft distance(rolling table with plexiglass to provide a shield).

**Extended Day Care 2:30 pm -5:30 pm daily (This will increase the number of children they come in contact with daily.**

Students who choose to attend the Extended Day Care Program will then have contact with 3 consistent adults.

**Groupings**

Designated spaces in groups with 14 feet of distance in-between groupings

Groupings

- A. Pre-K 3 and 4, K
- B. Grades K, 1 ,2 ,3
- C. Grades 4, 5,
- D. Grades 6, 7, 8

Parents will enter by the EDP door to pick up children from the EDP door.

**Hybrid- Partial -In- Person Plan**

The policies and procedures put forth in the reopening plan will be adhered to in the partial-in-person plan. Depending on the reason for the partial-in-person plan to be put in place will determine who attends school and who will participate in the distance learning program.

Examples :

Pre-k 3, Pre-k -4 and Kindergarten will continue on school learning while grades 1-8 participate in distance learning.

Middle school will go to distance learning while the remaining grades will participate in in-person learning.

The St Augustine community will be notified via email, the website and Google Classroom.

**Full distancing Learning for All**

The school distance learning schedule is attached.

Each morning the school will gather for morning prayer(vis Zoom) and will follow their distance learning schedule for the day. Each faculty/staff member, family will have access to all three learning plans.

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.

The students will be dropped off and picked up from school by a family member. The students have staggered start times depending upon their last names. Grades have been assigned doors of entry and exit. Each classroom has a path of foot traffic to follow. All hallways are travel paths are designated by signage.

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).

Through in-person meetings on an individual basis and group all of the reopening policies and procedures will be discussed and finalized. Staff will be asked what they expect, their fears, their suggestions on how we can best provide a quality educational program as well as staying safe and healthy. Parent meetings given social distancing and following CDC guidelines will provide information and guidance on providing a safe opening that parents, students and staff are comfortable with.

Key Takeaways :

- Arrival procedure must be staggered and strictly enforced.
- Enforcing staff and students staying home when they are sick.
- Keeping stable groups and minimizing contact without social distancing.
- Do students have to wear masks all day?
- Parents want access and input in the planning of reopening.
- Instruction time will be evaluated.

Daily Classroom routine  
Cleaning Schedule