



Our Mission

St. Luke's, a Catholic school rooted in Gospel values and centered on the Eucharist, encourages and challenges students to achieve academically, grow spiritually and use their gifts to serve effectively as Christian leaders. The school community provides an enriching, nurturing, faith-filled learning environment for students in preschool through grade eight.

Our Core Values

- **Scholarship**
- **Leadership**
- **Spirituality**

A Message from the Principal

Dear Members of the St. Luke's School Community,

As the St. Luke's School faculty and staff began the planning process for reopening the school, we completed a comprehensive review of our Distance Learning Plan that was quickly implemented last March. We sent out three online surveys to inform our decision-making: one to parents, one to students, and one to teachers, and asked for feedback about each group's experiences with distance learning and where we could improve the learning experience. The responses were extremely helpful as we analyzed the data to make crucial decisions for this school year. This draft reopening plan is a result of the many questions, scenarios and ideas that were discussed by our dedicated staff.

Of utmost importance, is the health and safety of our students and staff at SLS. Our health and safety plan was thoroughly completed by the nurse, staff and principal, based upon the guidance given to schools in June 2020 from RIDOH. As our understanding of COVID-19 develops, this plan will be amended to reflect the latest guidelines for health and safety protocol. These changes will happen under the guidance of RIDOH. We will ensure that any changes are communicated to our school community in a timely manner. We know that you, just like us, still have many questions. We understand that this is a work in progress and will be vigilant in assessing our progress, making changes along the way to improve our instruction strategies and home-school connection between our staff and students.

As you review our plan, you will see the guiding principles and overview of the critical components of our plan. The plan addresses all aspects of our distance learning program and includes grade-level specific information to reflect the differing needs and abilities of all our students. The plan incorporates best practices for distance teaching and learning for our students that to the best of our ability, will assure continued academic progress. St. Luke's School is fully committed to support our students and parents when in the distance learning model, providing the same quality educational experiences that we provide in the classroom. It is our priority to nurture our students' intellectual, social and emotional well being, while continuing to foster spiritual growth, guided by our mission statement.

We know that school will look very different in the 2020-2021 school year, but the commitment of the faculty and staff is the same, if not stronger than ever. We will provide a safe, nurturing environment that fosters the spiritual, academic, physical, social and emotional development of our students. It is our dedication to the mission that will enable us to enact the many elements of this plan. We thank you for your continued partnership in your child's education. Thank you for your unwavering support, patience, flexibility, and feedback as we begin a very unique school year together.

Sincerely,

Nicole A. Varone
Principal, St. Luke's School

Father Tim Reilly
Pastor, St. Luke's Parish/School

Our Commitments for the 2020-2021 School Year

St. Luke's School has been engaging in a continual process to evaluate our programs as they can successfully be executed with the guidance set for by the Rhode Island Department of Health (RIDOH). We know that the end of the last school year was dramatically different than in previous years, and we know that the world in which we are living is changing rapidly. It is our goal to develop a plan that is responsive to the needs of our community and that best supports the children in our care. We are very thankful for your continued partnership with SLS. With your partnership at home, we will continue to move forward in faith, knowledge, and service. We will prioritize the following tenets as we move into the 2020-2021 school year.

Prepare for Health and Safety

SLS has engaged in communication with RIDOH and will continue to do so throughout the school year. SLS staff is informed regularly by Catholic School Office of the Diocese of Providence in order to stay at the forefront of the ever changing requirements for the health and safety of our children and staff. As shared at the beginning of the COVID-19 crisis, RIDOH is our local health authority and they will continue to provide guidance for the safe opening of schools.

Prepare for Flexibility

Following RIDOH's guidance will help us to prepare for the health and safety of students and staff, but we recognize that this is still an evolving plan. SLS is creating plans that will:

- Allow for prompt transitions if safety measures allow, between in person learning and distance learning should RIDOH determine that this transition is necessary for the health and safety of our students and staff.
- Develop blended-learning classrooms that provide flexibility in how instruction is delivered while maintaining high standards in our faithful community.
- Provide regular professional development focused on improving distance learning across grade levels academically, spiritually and socially/emotionally.

Faith Development

Our students and families have experienced a very challenging situation as the COVID-19 crisis impacted our day-to-day activities over the last several months. As a faith-based organization, SLS recognizes that our Catholic faith plays an integral role in uniting our community. Our classroom teachers will prioritize regular opportunities for prayer, both individual and as a classroom community.

Social and Emotional Development

A key component of the SLS culture is to foster the social and emotional development of our students. Our teachers will work in their classroom stable groups to help students transition from learning at home to working and learning with a larger number of children at school. Special consideration will be made to introduce games and activities that respect our need to maintain social distance but allow students to play, explore, have fun, and interact with each other within the RIDOH guidelines. Our teachers meet regularly to discuss student academic progress. This year, our teachers will also use these meetings to identify strategies that successfully help students develop the skills and strategies they need to handle the social and emotional challenges associated with this shift in the learning environment.

Our Planning Process

The reopening plan that has been developed is the tireless work of the faculty and staff of SLS. Teachers have been planning for the three learning scenarios that RIDE has presented: Full in-person, Limited in-person instruction, and distance learning. While we will always take the necessary precautions to protect the health and safety of our students, please know that RIDOH will decide if we will need to move from full in-person learning to another phase of instruction. Planning teams have been working since May to lay the foundation for a safe reopening. Teachers continue to work diligently to implement RIDOH's guidelines into their classroom procedures so that students still have a positive learning experience. This also includes constant discussion around upholding the strong parent/teacher partnership that is the foundation of our students success.

Critical Components of SLS's Reopening Plan

Our Reopening Plan is centered around five key components:

- 1. Health and Safety:** We have carefully planned and prepared for the enhanced sanitization of all classroom surfaces and in common areas such as the restrooms and cafeteria/gym several times throughout the school day. Each morning, classrooms will be sanitized with an electro-static sprayer. The SLS nurses will remain in constant contact with RIDOH to respond to potential cases of COVID-19 illness in our school community, and will provide guidance should there be a positive case.
- 2. Quality Instruction:** We have planned and prepared for several varied instructional scenarios, ranging from students being fully present in the building to having students learning at home. It is our goal to be responsive to the needs and concerns of our school community so that all of our students have a successful school year.
- 3. Social-Emotional and Mental Health Support:** We know that the past several months have been stressful for our families and children. Helping students transition back to school, whether at home or online, is our top priority. We have planned and prepared for increased communication with families to help facilitate this transition as smoothly as possible.
- 4. Reopening Operational Readiness:** We are ensuring that our staff has an adequate supply of PPE, hand sanitizer, classroom signage, etc., and all desk and cafeteria/classroom/restroom configurations have been mapped out and reviewed. Students will be educated on safe school practices necessary for a smooth school day. Teachers will continue to participate regularly in health and safety updates by the nurses and the principal as well as professional development centered around instructional strategies and social/emotional support.
- 5. Communication:** We have evaluated our past communication practices and are working to improve them where needed by grade level. We aim to keep communication fluid with regular updates on student progress as they work in-person or at home.

LEA Reopening Planning Template

LEA Name: St. Luke's School
Point of Contact: Nicole A. Varone
Contact information: nvarone@stlukesri.org

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	Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.
X	Post signs or posters describing the district's rules for wearing of masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.
X	Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.
X	Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)
X	Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.
X	Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.
X	Identify and review guidance specific to education and childcare on www.reopeningri.com/ .

EVIDENCE:

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

1. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into “pods” or “stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.

The following hyperlinked subjects fully define SLS’s protocol for health and safety, mask wearing, sanitation of high use/touch areas, spacing in classrooms, safe movement around the school, and the safe arrival and dismissal plan.

Grades PreK-8 will be broken into ‘stable groups’ by their assigned classroom. These pods will not change and will be the basis of our full/partial reopening plan-to mitigate cross-class exposure and limit contact interactions. All students and staff are required to wear masks at all times. Teachers will safely provide students with frequent mask breaks throughout the school day. Where possible, students will be spaced 6 feet apart from one another in their stable group. In most rooms due to their size, students will be spaced apart at the acceptable distance set forth by RIDOH, wear masks all day and all face in one direction. We are looking into the use of plastic partitions to mitigate the spread of droplets.

Mask Wearing: Students will wear masks all day while at school with designated mask breaks set by the teacher. Teachers are to wear face masks at all times and will also be provided with a face shield. Special area teachers will wear the face shield and a face mask to mitigate cross-class exposure as they visit classrooms.

General Disinfecting and Cleaning Protocols: All classrooms and common areas will be equipped with touchless hand sanitizer machines. Staff will instruct and monitor frequent handwashing and sanitizing (once per hour or more frequently if needed). Inventory will be monitored by staff to ensure that there is a consistent and adequate supply of soap, hand sanitizer and disinfecting materials for teacher use only. Teachers will contact the custodian when running low on the necessary supplies.

Restroom Designation: Restrooms for student use will be designated by floor and area of the building for both students and staff. Occupancy limits will be posted.

Water Fountains/Cafeteria/Recess: This link includes use of water fountains, food in classrooms, lunch room set up and recess for K-8 students.

Hallways and Stairwells: This usage will be monitored by teachers as they move their stable groups to mitigate cross-class exposure. Stairwells will be designated as one-way, either “up” or “down”.

Arrival and Dismissal: When students arrive at school, they must be dropped off in the front of the school and will enter through the front door. No parents are allowed inside of the building during arrival, dismissal or throughout the school day.

Ventilation: This link addresses ventilation within our common areas and classrooms.

Middle School Rotation: students will remain in their stable groups as they move to their core academic classes. Teachers will escort students in their stable group to their destination as needed. Masks will be worn at all times. Special area teachers will wear a mask and face shield to mitigate cross-class exposure.

Classroom Protocol: All students will remain with their stable group throughout the day. There will be no sharing of supplies within the classroom.

*Safety drills will be conducted once guidance is received from RIDE.

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:
Deborah Bloom	dbloom@stlukesri.org
Kandi-Lynn Cahill	kcahill@stlukesri.org
Nicole Varone	nvarone@stlukesri.org

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

[Nurse Protocol for Health and Safety](#): Should a student or staff member present symptoms related to COVID-19 during the school day, the procedures in our Nursing Protocol for Health and Safety will be followed for isolation. This protocol will be subject to change as RIDOH guidelines are updated. If a student or staff member needs to leave school due to potential symptoms of COVID-19, we will follow the [RIDOH Playbook](#) handling the patient and will contact RIDOH immediately for further guidance on quarantining, etc. The two school nurses will update the RIDOH Nurse Portal each data to track trends of symptoms within SLS.

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 COVID measures recommended by RIDOH and professional nursing judgement, may supersede current recommendations about illness in the SLS Family Handbook

[The RIDOH Playbook](#) will be consulted regularly to determine what to do in certain medical situations.

Also see ‘Nurse Protocol for Health and Safety’ hyperlinked above for a more comprehensive look at the SLS plan.

Every morning parents/guardians must complete the SLS COVID Google Form that will be sent daily for their child(ren). This form should be completed no earlier than 5am on that school day. If they “fail” the screen by identifying one or more symptoms as listed in the [RIDOH Playbook](#) (page 10), they should not come to school. The student’s family will consult with their physician and inform the school of the student’s absence on that day.

Every morning the staff of St. Luke’s School will be required to complete the SLS COVID Questionnaire that will be sent daily via Google form before leaving for work. If they “fail” the screen by answering “YES” to any of the questions, they should not come to school. They must notify the main office and then contact their physician for further instructions.

To keep everyone at St. Luke's school healthy and safe, we need everyone in our St. Luke's family to do their part by completing these at-home screenings in a forthright manner. We reserve the right to send anyone home sick at any point of the day if the nurses or staff learn that someone has come to school with a symptom (or been sent to school medicated for a symptom) that would have "failed" the person on their at-home screening.

A nurse will be at the school 7:30am-1:30pm each school day to ensure the SLS COVID Questionnaire was completed.

If a student or staff member does not complete the SLS COVID Questionnaire, it must be completed BEFORE they enter the building.

Nurses will provide professional development for the staff before school begins regarding symptom protocol should they or a student feel ill. Teachers will not send symptomatic students to the nurse. They must call first.

Signage listing symptoms will be posted in areas around the building so that students can recognize the possible signs of illness.

Signage will be posted at the main entrance regarding mask wearing and the daily completion of the SLS COVID Questionnaire. Parents will receive the nurse protocol by the school nurse before the start of school. Any updates to the plan will be communicated to families.

No medications should be taken to suppress fever or COVID symptoms before coming to school.

*No parent volunteers will be allowed in the building during the school day.

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.

SLS will follow the direction of RIDOH in determining who must be quarantined and for how long if necessary. When created by RIDOH, the Nurse Portal will be used to report and track probable cases. We will email and/or make direct phone calls as recommended by RIDOH to communicate with families that a student or teacher within the stable group is either COVID positive, may have been exposed to COVID, or is symptomatic. We will strictly follow their recommendations at all times.

If a student or staff member falls ill during the school day, the stable group will be moved out of the classroom so that the area may be sanitized. The nurse will then follow all RIDOH guidelines to mitigate the spread and alert the affected people. All students presenting symptoms as specified in the RIDOH Playbook, must be picked up from school within one hour from the nurses call.

Instructional Plan

ASSURANCES:

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

X	<i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i>
X	<i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
X	<i>Develop system to continually monitor learning progress and loss.</i>
X	<i>Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.</i>
X	<i>Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.</i>
X	<i>Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)</i>
X	<i>Identify what services differently abled students lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?</i>
X	<i>Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>

X	<i>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i>
X	<i>Map what technical assistance and support will be offered during all reopening scenarios.</i>
X	<i>Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).</i>
X	<i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</i>

EVIDENCE:

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

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

Students will participate in several assessment opportunities throughout the year to identify their areas of strength and need. In Grades K-8, students will take the STAR assessment as a diagnostic measure of learning. Students will be tested three times a year to track progress: beginning, middle and end of the school year. Students in grades K-8 will also complete teacher-created classroom assessments based on the standards of their content area/grade level. Teachers constantly communicate with one another about student progress, ways to support student learning, and transition planning as students enter the next grade level.

CommonLit's (3-8) content specific (social studies & science) formative leveled reading assessments will be used to determine appropriate reading levels for nonfiction texts.

Individualized assessments (oral/written/demonstration) in specific content areas will be used to determine skill and knowledge levels for differentiation needs.

For students in the Compass program, they will continually meet with the teacher to provide support in identified areas of need and further enrichment opportunities to challenge students learning as identified by their classroom teacher. The Compass teacher will be in direct communication with the students classroom teacher to inform instruction as well their families.

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.

Teachers will transition back to school in the fall under one of the learning plans. Teachers will immediately assess the skills of their students and make curriculum adjustments based on their areas of need, addressing any gaps in learning. Teachers will address any gaps in necessary knowledge before beginning the current grades' standards.

Any adjustment done to pacing will ensure that teachers keep the key standards and benchmarks at the forefront this academic year. The content standards will also serve as a guide should pods need to transition to distance learning for a longer duration of time. Teachers will also focus on the core content areas to ensure that students are meeting last year's standards before they begin to move on. For students' whose beginning of the year assessments show major areas of concern, teachers will utilize STAR as a progress monitoring tool throughout the year and will administer this in the late fall.

Teachers will use formative and summative assessment data to inform instruction and prioritize student learning needs at the beginning of the school and throughout the year.

Teachers will identify standards-based essential skills and knowledge to be addressed through reteaching, small group instruction, and blended learning activities. This will include differentiated instructional practices to address the needs of individuals, groups, or a whole class of students as varying levels.

Teachers will develop differentiated instruction to address the needs of individuals, groups, or a whole class of students.

Immediate academic testing for baseline re-entry and an increase in the use of formative and summative assessments against target ("I can") skills. Use more "real-time" oral and written individual assessments to gauge progress and skill level.

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

There will be noticeable differences in our distance learning this fall compared to the past spring to provide more consistency for students and families as they may have to navigate distance learning at home.

Following the emergency period of distance learning that ended in June, we undertook a comprehensive review of our Distance Learning Plan. We sent out three online surveys: one to parents, one to students, and one to teachers. We asked for feedback about each group's experiences with distance learning. The response was very productive and data was collected and extrapolated.

Recognizing that we must move beyond the pandemic crisis response that characterized teaching and learning during the spring of 2020, the school administration and faculty have

created this distance learning plan to facilitate a predictable, manageable, and effective continuation of the in-school experience to the distance learning environment when necessary.

The draft distance learning plan is a result of the many questions, scenarios and ideas that were discussed by our dedicated staff for many months. The bulleted list below includes some of the strategies that will continue to be reviewed and further enhanced based on feedback from colleagues, students and families:

- Teachers and students will follow the regular school day schedule while learning remotely.
- There will be a combination of synchronous and asynchronous class activities throughout the day.
- Balance synchronous and asynchronous work periods with attention to learners' ages, screen time, need for parent support, etc
- Invite all parents/guardians on to the Google Platform (3-8); provide training and support.
- Advisory will be held on a weekly basis to address the SEL of students.
- Middle school team will endeavor to balance synchronous screen time and assignments across the week so that students experience a manageable amount of online and independent work.
- Reintroduce rigor in timeliness, quality, the number of assignments completed; consistency in assessing work, and grading. Formalize practices/policies for consistency in both distance and in-person learning environments

[SLS 2020-2021 Distance Learning Plan:](#)

Click on the hyperlink to view the distance learning plan. This includes a comprehensive view of what distance learning will look like at all grade levels, with sample schedules, student expectations, and frequently used online resources that would also be used for the hybrid model. In the distance learning model, SLS wants to deliver a consistent learning environment for all. The grade level schedules have been created to provide structure, predictability, and flexibility for our students and their families. The daily schedule for when a whole class or the whole school is distance learning will mirror that of our in-school, Monday-Friday, 8:15 AM-3:00 PM school days. Hybrid students will check their assignments each morning and will be virtually "present" for homeroom/morning meetings to stay connected to their teacher and peers and for attendance accountability.

Teachers will use a common online learning platform: grades PreK-3 will use SeeSaw and grades 4-8 will use Google Classroom. All grades will also use Zoom to meet with their students.

Teachers will begin the year introducing these platforms to students so that they become familiar with them as well. Parents will be provided with instructions regarding how to navigate these platforms and access them remotely should that be needed. Printable parent guides will be created to assist in this process. We will constantly be evaluating these learning tools and their effectiveness to aid in learning.

[Technology](#): This year all students in grades K-8 will be issued a device for learning. In the spring, not all students had access to a school device, making learning a challenge for some families.

[Distance Learning Liaisons](#): They will support students at SLS who are learning virtually either by choice or if the school is in the distance learning model (partial, individual, or small group). See hyperlink for further details.

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

SLS is committed to fully support our students and parents when in the distance learning environment and to deliver the same quality educational experiences that we provide in the classroom. It is our priority to nurture our students' intellectual, social, emotional, and spiritual growth, always guided by our mission statement.

[SLS 2020-2021 Hybrid Learning Plan](#)

One way we will help to ensure that there is a comparable level of rigor for in-person and online instruction is in using the same teaching resources for both learning environments-Focus on standards-based skills and knowledge in both settings and find ways for students to authentically demonstrate progress and mastery including PBL, original compositions, and one-on-one oral/supervised assessments with teachers.

Daily teaching tools will be posted on Google Classroom so that the virtual learner will have access to the same resources where possible. We will also incorporate digital learning platforms that will assess student mastery of skills and monitor their learning. Teachers will use the information from these platforms to adjust instruction as needed. Should teachers need to provide major modifications to curricular materials for distance learning, they will do so after discussing this with our learning community so that feedback regarding rigor can be given by their colleagues. Finally, lessons should remain grounded in the standards, focusing especially on power standards to ensure a high level of mastery of the material. Assignments will be reviewed for quality through the use of rubrics and regular qualitative feedback where applicable.

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

In moving into the 2020-2021 school year, we will implement a more formal attendance-taking policy for students engaged in distance or hybrid learning. Students who are engaged in hybrid learning will need to check in daily in the morning for homeroom/morning meeting via Zoom or with their designated distance learning liaison. At this time attendance will be taken for the day. This will indicate that they are present for the day. Should we transition to full distance learning, students will do the same check in with their teacher via Zoom. All teachers will notify the office if a student is absent and will also contact home and the distance learning liaison that the student did not show up for school virtually.

Students will still participate in STAR testing three times a year. Should we transition back to distance learning during one of these testing windows, further information will be provided to parents on creating proper testing environments as the assessment can be completed online using their SLS school issued device. Teachers will also develop classroom-level assessment practices that allow them to measure student learning in an age-appropriate way for all students; virtual and in-person.

As we maintained our grading practice last year, our overall grading and report card practices will remain the same. Starting last spring which will continue for this school year, all families in grades 4-8 will have access to the parent portal to access progress reports and grades throughout the trimester.

Teachers will continue the use of rubrics, provide regular feedback, emphasizing that timely and consistent grading practices are essential in the distance learning environment (as they are in the in-person environment).

Where modifications to academic requirements are made, the focus should be on identifying the essential skills and knowledge and a student's progress toward mastery.

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.

This year, SLS teachers will review and revise the existing support plans to identify and support needs of students specifically those in the distance learning environment. They will work in collaboration with the Compass Teacher who will provide support to our exceptional learners. Students will be supported for as long as the data shows there is a need.

SLS uses Social Emotional Learning (SEL) strategies with all students in class and during the advisory period once a week. SEL strategies are also embedded within the health curriculum. This model supports students socially and emotionally, helping them to be more mindful in recognizing and coping with their feelings at age appropriate levels.

We will all work diligently to monitor all PreK- 8 students for changes in academic performance or presentation of social emotional difficulties and develop a support plan with the SLS teacher(s) and families. Interventions may include, reduced or modified assignments, extensions for work completion, alternative assessments, or individual meetings with the teacher.

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

Teachers will communicate present levels of performance of identified students to their families. Teachers will review and revise existing support plans to identify and support needs of students particular to the distance learning environment and will include Compass program

director, parents, and homeroom and content area teachers in the decision-making process. Students will be invited to participate as appropriate. Students will be progress monitored by the teachers and Compass teacher throughout the year. Some interventions may include, reduced or modified assignments, extensions for work completion, alternative assessments, or individual meetings with the teacher.

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

At the end of several months of distance learning in the spring, SLS staff, students and parents were surveyed to assess the effectiveness of this model, and to inform the creation of our new distance learning plan for the 2020-2021 school year.

The SLS staff will continue to attend professional development opportunities to further enhance their teaching and learning strategies. Teachers will be given the opportunity to participate in group and individual professional development opportunities to address the identified areas of need online resources/teaching tools, Google Classroom, distance learning strategies, coaching model, and self-paced online webinars and courses to name a few. Using the model of essential competencies of effective online teachers, involve teaching staff in a group and self-assessment process of readiness to perform well in each area.

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

We will continue educating teachers and students on the SEL(Social Emotional Learning) competencies. We will work with students in identifying their feelings and working with them to learn about mindfulness and personal calming strategies.

As part of our back-to-school professional development, teachers will engage in discussion regarding the understanding of trauma informed practices and identify ways we can best support students in the classroom after distance learning for several months and returning to school during a pandemic. We will gather resources to engage in these discussions on supporting children and families after experiencing trauma and how to support the recovery process.

10. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).

Survey feedback from staff, families and students in the spring indicated that teachers should provide a more consistent schedule to the instructional day for virtual learners and when the school is using the full distance learning model. The plan now includes a balance of synchronous and asynchronous learning opportunities so that students at home receive both direct instruction and independent practice. We will also communicate information to parents on how to use various distance learning platforms at home.

SLS 2020-2021 [Distance Learning Plan](#)

SLS 2020-2021 [Hybrid Learning Plan](#)

Survey feedback included: the following, prompting swift action to change instructional practices for the distance learning model and hybrid learning model:

- A strong need for SLS to provide learning devices for all K-8 students for the 2020-2021 school year.
- More consistent use of daily schedules that mirror a full in-person school day.
- A better balance between synchronous and asynchronous learning opportunities by grade level as appropriate.
- Consistent use of Seesaw (PreK-3) and Google Classroom (4-8).
- Use of Zoom when practicable, addressing the number of times a student must Zoom a day based on grade level/ability to do so.
- More authentic instructional practices instead of limited/no face-to-face interaction with students and staff. More structure to the day and a variance of strategies and choice to be provided.

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.

Teachers in Grades 4-8 will use the parent portal to provide families access to grades and progress reports. Pre-K-8 teachers will provide regular updates on student learning to families via email, Zoom or phone call, as well as social/emotional changes that may be observed. The Distance Learning Liaisons will communicate with the virtual students teacher(s) and parents via phone calls, Zoom and emails on a regular basis, as applicable for the SLSS distance learners.

Teachers will use the Remind app as a resource to communicate with parents in a more timely manner.

This year, SLS will be surveying the staff, students and parents more regularly, asking for feedback regarding the current learning model the school is using. This will prompt the school to make the necessary changes to improve instructional strategies, communication, supports, technology, etc.

A weekly electronic SLS newsletter will be emailed to families that will continuously communicate school news. Other important news such as changes to the RIDOH health and safety plan will be communicated by the nurse and the principal to the school community immediately.

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

Building and maintaining relationships with families are paramount to the success of our students for the full in-person model, distance learning and hybrid learning. Parents will be communicated with regularly by their child's teacher regarding academic progress and any social/emotional concerns with adjusting back to school or transitioning to/from distance learning. The school will be in constant communication with parents to ensure they are up to date on any health and safety or protocol changes. This will be done via email blast, SLS Newsletter, teacher phone calls and Zoom meetings.

At the start of the year teachers will focus on building relationships with and among students in their stable group. We recognize that students may come to school with varying levels of concern related to being back in school during this time. Teachers will devote time to listening to their concerns and validating their feelings in an age-appropriate manner. Religion lessons at the start of the year should be focused on our community and the ways we can support and serve one another as we navigate this school year together.

We will continue to incorporate a more consistent daily schedule to include: daily class meetings for prayer, announcements, and SEL check-ins, weekly advisory meetings, implementation of the health curriculum that focuses on SEL PreK-8.

This year, will create special events that adhere to RIDOH guidelines and adjust current school program to comply with these changes where applicable. We work to maintain strong communication with parents and students, asking for regular feedback and addressing student concerns.

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.

The following will be liaisons for mental health:

Kandi-Lynn Cahill
Deborah Bloom
Nicole Varone
Father Tim Reilly, Father Eric Silva

Jessica Williams, PE teacher will be consulted as she is responsible for the SEL curriculum activities delivered in health classes in grades K-8 (Advisory curriculum as well).

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

Information regarding the Diocese’s Employee Assistance Program will be made available to staff. RIDE’s [Mental Health Resources](#) will be shared with staff to provide direction for students, staff and families as it relates to mental wellbeing. This includes Kids Link, DYCF protocols, resources for educators and mental health professionals, webinars etc. As new programs become available, they will also be shared with staff and families where applicable. [Trauma-Informed Teaching Strategies](#) outlined by Educational Leadership magazine to aid our teachers in helping students cope with the return to school during a pandemic.

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	Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.
X	Develop process for inventory of technology.
X	Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
X	Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.
X	Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.

EVIDENCE:

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

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

SLS has reallocated two staff members to become the Distance Learning Liaisons for grades K-8. We have created this role and they will support the hybrid learning students and act as a liaison between the student and their teacher (s). We have designed the schedule to ensure the least amount of cross-class exposure.

- All PreK activities along with Pre-K staff will remain in the convent building
- PreK CAMP program will take place in the convent, not in the school as in past years.
- Special area teachers (art, Spanish, music) will push into the classrooms so the students can remain within their stable group classroom environment. The special area teachers rooms will be used to split stable groups for ELA and Math, allowing for more learning space.

Staff will be fulfilling their usual responsibilities and will adhere strictly to the SLS health and safety protocol.

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.

[SLS Health and Safety Plan 2020-2021](#)

[General Disinfecting and Cleaning Protocol](#)

[Restroom Designation](#)

[Ventilation](#)

[Recess/Cafeteria:](#) K-8 will have recess two times a day for all students. (PreK 3 and 4 will use the early childhood playground).

[Arrival and Dismissal](#)

[Hallways and Stairwells](#)

[Mask Wearing](#)

[Classroom Protocol](#)

[Middle School Rotation](#)

[Sample Distance Learning Schedules in grades K-8](#)

**Please see the “Evidence” of our Reopening Plan for full information regarding health and safety, general sanitization and overall changes that will be made to our operational plans for the 2020-2021 school year.

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.

Currently, SLS has busses provided from Barrington School District, and the two surrounding districts of Bristol-Warren and East Providence. Approximately 25 students will be taking the bus this year and we have confirmed that busses will be provided if the public districts will be in the full in-person model.

The remaining students at SLS either are dropped off by a family member or 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).

At this time, we anticipate all staff returning to the building. Although we are all concerned for the health and safety of our staff, they are aware of the increased level of rigor in the sanitization schedules for the school throughout the day. Recurring conversations have been taking place with regard to ventilation or the lack thereof at SLS. We are trying to mitigate this concern by talking about adding exhaust fans and providing more outdoor

classroom space around the school which will include canopy coverings for increased shade.

SLS families have expressed interest in receiving further details regarding the hybrid model as they are concerned with their child(ren) returning to school due to a personal medical condition or have a family member that may be immunocompromised). Initially, the families of younger students were concerned about wearing masks all day but now know it's a RIDOH requirement. .

SLS families are satisfied with the health and safety plan and support the schools request for students to not share learning materials and potentially bring their own to school. Teachers have already done a tremendous job with setting up their room and have purchased student materials so that they can have their own supplies so no sharing has to take place.

As students return to school, teachers will be acknowledging the vast changes to the school year and will be checking in with their students regularly to ensure that students feel safe and secure in their learning environment.