

LEA Reopening Planning Template

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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 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.

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**

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 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**. (NOTE: Catholic Schools turn in to Catholic School Office (CSO))

1. Message from Superintendent (Dan Ferris)

2. Vision/Guiding Principles/Core Values

- a. Vision: The Prout School will re-open safely during the COVID pandemic as we are bound to fulfill our mission as a Catholic institution concerned with the formation of the whole person. We seek creative and flexible solutions to develop young adults with a sense of their transcendent purpose, their obligations to others, and of the need for ongoing character formation. We do this by providing a quality academic program based on standards from the International Baccalaureate Programme and a wide array of spiritual, co-curriculum and extra-curricular activities.

b. Guiding Principles/Core Values:

i) We will ensure health and safety of students, staff, and visitors through careful consideration of guidance from the RI Departments of Health and Education (RIDOH/RIDE), the US Center for Disease Control (CDC), and the American Academy of Pediatrics (AAP) as well as other reputable research-based opinions.

ii) We will provide a High Quality Catholic Education in all re-opening scenarios: full in-person, partial/limited in-person/at-home (hybrid), and fully distant (Prout at Home)

iii) Ensure confidence of our students, families, staff, and other community members through transparency, communication, and other engagement strategies to implement and sustain our safe re-opening plans.

3. Hopes and Aspirations: We hope through the efforts of our communities of students, staff, and parents to open fully in-person and to remain so for as long as we are able. We aspire to improve our hybrid capacity in order to fully engage any and all students and staff members who are at home throughout any length time throughout the upcoming year. We aspire to maintain spiritual development and Christian Service opportunities along with Artistic, Athletic, and other extracurricular programming within the restrictions in place as set by the Governor of RI.

4. Process: The Prout School began its re-opening planning at the end of March 2020. There were four main aspects of the planning process. First its principal led a re-opening committee for the Diocesan schools which served as an incubator for Prout's initial planning template along with other Catholic Schools. Secondly the principal joined a weekly meeting of the Independent Schools of RI (ISARI). From these efforts, the Principal convened two school level re-opening committees, one for teachers and one for the admin staff. Their collective efforts were initially to develop plans in accordance with a variety of likely re-opening scenarios. When the Governor announced her intention to open fully in-person in June, The Prout School focused their attention on the RI re-opening guidelines in order to craft its plan. Please note that the process included survey data from parents and students about distance learning as well as surveys of staff and teachers.

5. Spirit of Flexibility and Innovation: Our assessment of our Prout-at-Home initiative made clear that our teachers were successful in the sudden transition to distance learning and developed an online teaching and assessment repertoire that both parents and students exhibited a high level of appreciation. Through all communications regarding re-opening, the school administration has acknowledged the ability of the faculty to be flexible and innovative while seeking patience from families and students

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6. Timeline: The Prout School's re-opening timelines are as follows

- a) Submission of Draft Plan to Catholic School Office: July 17, 2020
- b) Completion of first round of purchasing (PPE (4,000 extra masks, face shields for staff, desk shields for teachers), outdoor tents, cubbies/coatracks for advisory spaces, additional hand sanitizers, cleaning supplies, cameras for classrooms, et cetera: July 20th
- c) Discussion of draft plan with grade level parent groups (via Zoom): Completed by July 22nd followed by parent survey
- d) Grade level student meetings completed by August 13th followed by student survey.
- e) Final plan approval and publishing to Prout website no later than July 31st
- f) Teachers/staff set-up room for maximal spacing to include spacing for rotating teachers with minimum 6' distance from other students and practice with camera set-up for class live-streaming. July 27-Aug 15
- g) Class-level orientation/re-orientation and safety training schedule completed by Aug 23rd.
- h) Installation of screens for classroom casement windows for improved ventilation, completed no later than August 24th.
- i). Final revisions to re-opening plan: (Estimated) August 24th. Communicated to stakeholders (faculty/staff/parent/students) through Zoom town hall meetings by August 28th.
- j). First day of classes. August 31st.

7. Strengths and Challenges from Spring 2020

a). As discussed elsewhere, the responses to the administration, staff, and faculty's efforts during distance learning were largely very positive and enthusiastic. The strengths and challenges were as follows:

1). Strengths:

- i) Near-seamless transition to distance learning
- ii) High level of synchronous instruction via Zoom/Google Meet
- iii) Workload was largely reported to 'manageable'
- iv) Teacher and staff conveyed caring and concern in and outside of class time with communication and focus on outreach with struggling students.
- v) Students were afforded the appropriate technological resources and physical at-home space to complete their assignments and participate successfully in class.

2). Challenges:

- i). Need for creation of behavioral expectations for student virtual participation
- ii). Need for academic policies to cover exigencies of remote learning (late work policies; failure to attend virtual classes; assessment policies; revision of
- iii). Need to ensure IB students are properly supported with submission of Internal Assessments and other components of diploma courses to include CAS.
- iv). Need to offer higher percentage of video-conferencing with whole classes when at home.

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

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		<i>k. Implement other procedures, as needed.</i>
Responding to a positive case or outbreak		
x		<i>l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i>
	x	<i>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.</i>
x		<p><i>n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include:</i></p> <ul style="list-style-type: none"> - <i>Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case</i> - <i>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.</i> - <i>Closing a portion or entirety of the workspace for a thorough cleaning</i>
	x	<i>o. Describe your plan for managing staff and students if or when a someone in the building tests positive for COVID-19.</i>

Minimizing access by COVID-19-positive or symptomatic individuals		
x		<i>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.</i>
	x	<i>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.</i>
		<i>r. Implement other procedures, as needed</i>
Communication with staff and students		
x		<i>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.</i>
x		<i>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.</i>

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	X	u. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X		v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X		w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.
		x. Implement other procedures, as needed.
Cleaning and decontamination		
		y. Instruct staff and students to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially before they enter and exit a classroom, prior to any mealtimes, and after using the restroom.
X		z. Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)
		aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.
X		bb. Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.
X		cc. Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.
		dd. Implement other procedures, as needed.
Industry specific guidance and updates		

X		ee. Identify and review guidance specific to education and childcare on www.reopeningri.com/ .
		ff. Consult www.reopeningri.com/ , the RIDOH website, and the Governor’s Executive Orders on a weekly basis or whenever notified of the availability of new guidance
		ii. Stay in touch with key community partners regarding education and childcare specific guidance

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.

a. Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.

Expectations for the wearing of face coverings when social distancing is not possible will be communicated throughout the summer months and will be reiterated during the first days and weeks of school as we establish protocols, routines and rituals. As a private school, we will incorporate mask wearing as a rule where behavioral consequences are possible. Communications will be supported by the posting of notices outside and inside of our school.

Staff, students and families will be advised that it is required that face coverings be worn by students, when possible, even in stable group settings. Face coverings will be recommended, but are not required, in settings where people can easily and continuously maintain at least six feet of distance from other people. In our plan, students in stable groups (we refer to them as advisories) will be able to remove their masks only when eating lunch or when they are outside on a break when 6 feet of distance is achieved.

Staff are to wear face coverings with the exception of staff that are with a consistent stable group. For high school, face coverings should be worn whenever six feet of physical distance cannot be guaranteed. The school will acquire additional face coverings for students and/or staff who may forget them or not have their own.

Any visitors or vendors will be required to wear face coverings. Visitors and Vendors will be informed of this requirement, prior to arriving via the District website and with prominent signage displayed at all entrances.

b. Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).

As a private school we elect to require each family to provide a minimum of two face masks for each of their children to be on their person at all times. That said, the school has made an initial purchase of 4000 masks to have on hand to start the year. Depending on their usage, additional masks will be purchased so that our inventory does not go below 1500 masks at any time.

Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).

As above, this will be messaged throughout the summer and fall.

c. 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.

The Prout School has designated 4 stable groups (called advisories) per class year. We also have further designated each class year to have the majority of its classes in separate wings of the school. Each class year wing will have designated bathrooms. Students can only eat in their advisory room or outside in a tented area with their advisory group. These and other meeting area policies are described in Appendix A.

Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).

See Appendix A.

d. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.

This will occur during required video-conferencing meetings with families and students during the summer. Staff will receive training during virtual and in-person PD days. Advisory leaders will provide in-person training to their students during the school's orientation week. Notices and posters will also be posted.

e. 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.

The Prout School plan will require all students to wear masks unless while eating lunch in their advisory group (in class or outside) or otherwise outside during a class break once 6 feet of distance from others is achieved. All teachers and staff who are not in their stable groups but may rotate into a classroom will be required to wear masks and maintain at least 6 feet of distance from the students they interact with.

f. Develop a COVID-19 sick policy and communicate it to staff, students, and families.

Policy language has been discussed and, is under review and will be printed in a revised digital student handbook and faculty handbooks respectively. Communication will take place via video-conferencing and emails with staff, parents, and students prior to the start of the 2020-21 school year.

g. Prepare the school to respond to a positive case or outbreak in a school building.

The Prout School awaits the publication of a ‘playbook’ from RIDOH which will provide further guidance on this matter, specifically to the length of time of a quarantine of anyone who was in close contact with the infected person. As currently stands, The Prout School expects that, at minimum, a confirmed case of a student or staff member will result in the immediate quarantining of all members of that community member’s stable group. Without identifying individuals, the school will develop a group email and phone list for each stable group. The principal and/or his designates will ensure that all parents/guardians of the members of the effected stable group are spoken to or have confirmed receipt of a notification email informing them of potential infection of their child and the next steps to take. Communication of this policy will take place via videoconferencing and emails with staff, parents, and students prior to the start of the 2020-21 school year.

h. 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.

A written “Stay home if Sick” policy document for addressing responses to positive cases or outbreaks has been created, is under review and will be communicated via email and videoconferencing prior to the school year.

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.

Policy language has been discussed and, is under review and will be printed in a revised digital student handbook and faculty handbooks respectively. Communication of the policy will take place via videoconferencing and emails with staff, parents, and students prior to the start of the 2020-21 school year. At present the school will ensure each private bus has a symptoms sign prominently displayed at its entrance so that a child (or parent if present) can verbally affirm he/she is not displaying Covid symptoms. This verbal affirmation will be repeated during the announcements in the first period of the day.

j. Post signs or posters describing the district’s (school’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.

All signage for mask wearing, distancing, and “Stay home if Sick” policies have been purchased and will be posted prior to the school year.

k. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.

All messaging will be made available in English, Spanish and Chinese to the extent possible.

l. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

The school will continue to make use of surveys and check-in calls. Contact information for the tech department, administrators, school nurses and other staff will be provided and prominently posted on the district’s web page.

m. 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.)

Hand-washing facilities will be available in classrooms, restrooms and other spaces throughout the buildings. We have touch free sanitizing dispensers in all classrooms and will have hand washing breaks during each class period and before and after lunch.

n. 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.

The cleaning company contracted by The Prout School will clean all buildings daily in accordance with CDC guidelines. They will also supply the CDC approved disinfectants for use for classroom surface cleaning. They will also operate a school-purchased CDC approved electro-static disinfectant machine for use for cleaning any rooms where an infected student may have been present.

Cleaning staff will be augmented as necessary.

o. 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.

The cleaning company contracted by The Prout School will have personnel who are trained in CDC guidelines. They will have a routine schedule for cleaning all will clean all required areas daily in accordance with CDC guidelines.

p. Identify and review guidance specific to education and childcare on www.reopeningri.com/.

The principal and the director of student support will share responsibility with updating the re-opening plan on any and all changes in the guidance as it develops over the summer and into the fall.

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.

Throughout the summer, all staff, students and families will be advised of expectations regarding social distancing. Prout has created four stable groups at each grade level and grade level ‘wings’ where most of the students academic classes will be held. The use of designated entrances and exits, the use of advisory rooms for lunch and eating lunch outdoors in tented areas whenever possible along with specific plans for staggered arrivals, dismissals and visitors are included so as to mitigate cross-class exposure.

All building visitors will be required to wear face coverings. The Prout School will purchase a video/audio system to allow for parent pick-ups to take place outside the main entrance to limit parent entrance to the building.

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In general, unless directly supervised by staff visitors will only enter and exit the school building via one location.

For all scenarios, a daily log of all visitors will be maintained. The visitor log will include: the date of the visit, contact phone number, specific destination within the building, and arrival/departure times.

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:
Gail Sullivan	gsullivan@theproutschool.org

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

In the event that the district learns of the positive test for COVID-19 of any student or staff member, the Principal or his designate(s) will immediately contact the RIDOH to both notify and receive direction from RIDOH.

The affected student or staff member will be required to leave school grounds (if on campus). If awaiting transportation the affected student or staff member will be sent to an isolation room. They and/or their parents/guardians will be advised that they are not to return to school or work until documentation from a medical provider indicates testing was negative (potentially due to error) and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

The administrative team will identify all members of the student or staff member's stable group(s), any secondary stable groups to which the student or staff member belongs (i.e. a bus group or athletic team) as well as all building spaces likely to have been visited by the student or staff member over the previous forty-eight (48) hours.

In the event that a student has tested positive:

The student must complete a period of isolation as directed by RIDOH.

All families of students belonging to the stable group(s) of the affected child will be notified that a child within the group has tested positive. Families will be notified by telephone and via email (translated as appropriate).

Any decision with respect to moving either the stable group(s), the grade level or the entire school to distance learning will be made in consultation with and upon advice from the Rhode Island Department of Health.

All building spaces likely to have been visited will be sanitized in accordance with CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and the general CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.

In the event that a staff member has tested positive:

The staff member must complete a period of isolation as directed by RIDOH.

All staff members of the building(s) in which the staff member works will be notified that a staff member has tested positive for COVID-19. Staff members and families (if the staff member is likely to have been in direct contact with students) will be notified by telephone and via email (translated as appropriate).

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Any staff member known to have been in direct contact with the affected staff member will be advised that they have been exposed to someone who has tested positive for COVID-19 and advised to seek medical advice.

Any decision with respect to moving either the stable group(s), the grade level or the entire school to distance learning will be made in consultation with and upon advice from the Rhode Island Department of Health.

All building spaces likely to have been visited will be sanitized in accordance with CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and the general CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.

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 following messaging will be shared with all stakeholders via email and social media over the summer, and will be posted on buses and at each entrance of the school.

So as to provide for the safety of all members of the The Prout School community, it is the policy of the The Prout School that any student or staff member who has tested positive for COVID-19 OR who is exhibiting symptoms of the virus which include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Is to stay home from school/work and will not be permitted to return to school/work until documentation from a medical provider indicates that COVID testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

All students and staff must be screened or complete a self screening each day before leaving for school or work. Parents must screen students at home using the Magnus online medical records system (still in development).

All students must stay home if they fail the screening prior to leaving for school. If a student screens positive for any COVID-19 symptoms, the student's parent/guardian should seek medical advice from the student's healthcare provider and inform the school of the student's absence. Again, the student is not to return to school until documentation from a medical

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provider indicates COVID testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

Likewise, all staff are required to complete an online self-attestation form (still in development) prior to arriving at school or are required to be screened before entering the school building.

If a staff member screens positive for any COVID-19 symptoms, the individual should not come to, or enter school, should inform a supervisor, and should seek medical advice from a healthcare provider. Again, the staff member is not to return to school until documentation from a medical provider indicates COVID testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

In the event that a student becomes sick during the school day, the child is to be taken to the school nurse and the isolation room immediately.

Parents/guardians will be contacted and will be required to pick the student up from school within 60 minutes. Parents/guardians will be advised that they should seek medical advice for the student within 48 hours and schedule a COVID-19 test as needed. If the test result is positive, individuals must complete a period of isolation as directed by RIDOH.

Students will not be permitted to return to school until documentation from a medical provider indicates that any testing completed was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious. In the event that a staff member becomes sick during the school day, the staff member will be sent home immediately and encouraged to be tested for COVID-19 and to seek further medical advice from a healthcare provider.

The staff member should get a COVID-19 test as needed and notify their employer as soon as the result of the test is known. If the test result is positive, individuals must complete a period of isolation as directed by RIDOH.

Symptomatic staff will not be permitted to return to work until documentation from a medical provider indicates that any testing was negative and there are no other restrictions or there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

4. 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.

In the event that the district learns of the positive test for COVID-19 of any student or staff member, the Principal or his designate(s) will immediately contact the RIDOH to both notify and receive direction from RIDOH.

The affected student or staff member will be required to leave school grounds (if on campus). They will be advised that they are not to return to school or work until documentation from a medical provider indicates that any testing completed was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

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The administrative team will identify all members of the student or staff member's stable group(s), any secondary stable group(s) to which the student or staff member belongs as well as all building spaces likely to have been visited by the student or staff member over the previous forty-eight (48) hours.

In the event that a student has tested positive;

All families of students belonging to the stable group(s) of the affected child will be notified that a child within the group has tested positive. Families will be notified by telephone and via email (translated as appropriate).

Any decision with respect to moving either the stable group(s), the grade level, or the entire school to distance learning will be made in consultation with and upon advice from the Rhode Island Department of Health.

All building spaces likely to have been visited by the affected student(s) will be sanitized in accordance with CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and the general CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.

In the event that a staff member has tested positive:

All staff members of the building(s) in which the staff member works will be notified that a staff member has tested positive for COVID-19. Staff members and families (if the staff member is likely to have been in direct contact with students) will be notified by telephone and via email (translated as appropriate).

Any staff member or family of a student known to have been in direct contact with the affected staff member will be advised that they have been exposed to someone who has tested positive for COVID-19.

Any decision with respect to moving either the stable group(s), the grade level or the entire school to distance learning will be made in consultation with and upon advice from the Rhode Island Department of Health.

All building spaces likely to have been visited will be sanitized in accordance with CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and the general CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.

Instruction

Provide Assurance

Submit Evidence

Instruction (remote and in-person)

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X		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 all 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. <i>Develop system to continually monitor learning progress and loss.</i>
	x	j. <i>Determine changes to testing, grading, report cards, attendance, and promotion policies.</i>
Remediation and Intervention		
	x	k. <i>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.</i>
x		l. <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>
		m. <i>Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.</i>

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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.
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Special Education Services

	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?

Staff Supports

	x	r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
x		s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
	x	t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
x		u. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
x		v. Map what technical assistance and support will be offered during all reopening scenarios.
x		w. Assess well being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).

Family and Community Engagement (communication and partnerships)

	x	x. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).
x		y. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and

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		<i>families.</i>
	X	<i>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.</i>
	X	<i>aa. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.</i>

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

a. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.

The Prout School’s Academic Council is the designated Return to Instruction workgroup and is constituted of Academic Chairs of each department, the Director of Student Service Support, the Director of Guidance, and is chaired by the Principal. The Academic Council assesses both online and in-person curriculum and content and would judge any violations of fair use and copyright requirements.

b. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.

The Prout School’s Student Support (SST) team serves as the primary assessor of student engagement and achievement. The SST is constituted of the Director of Student support, the Director of Student Academic Support, the Director of Guidance, the Campus Minister, the grade level guidance counselors, the school nurse, the attendance secretary, the school Chaplain, and the Principal.

c. Develop a system to continually monitor learning progress and loss.

The SST will utilize current systems to monitor student learning. All counselors have access to official grade books and attendance records of the school on our Plus Portals systems. Additionally, counselors and the Director of Academic Support will be added to Google Classrooms of students identified in need of extra support. The math department specifically will review summer work packets as part of their assessment of learning gaps for new and returning students. A similar system will be in place for the second year of the IB Diploma Courses. Further, IB courses will focus on improvement to Internal Assessment support (IAs) based upon results from the class of 2020. Curricular priorities will be shifted to accommodate clearly identified student learning gaps.

d. 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.

The Prout School initiated its Academic Center for Excellence (ACE) last winter and transitioned this to an online program during distance learning and have continued it through the summer online. This program is open to all students and focuses on meta-cognitive training in accordance with IB learning profile qualities. Portions of this program will be available for in-person education during advisory block next year.

e. 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.

The Director of Academic Support in conjunction with department chairs and guidance ensures that all student accommodations are met and individual content support services are provided by either the classroom instructor or coordinated with peer/outside tutors.

f. 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)

While The Prout School does not officially recognize IEPs, the school develops accommodation plans whose implementation is overseen by the Director of Academic Services. Next year, a large space will be dedicated for providing out of class support as needed for any and all identified students.

g. 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?

The SST in general and the Director of Academic Support specifically will lead the work of assessing any learning loss during the spring semester and will work with families and related service providers to address areas of need.

h. Develop a professional development plan on curriculum implementation and instruction that considers developmental appropriateness.

The Prout School has received approval to utilize Title II funds in part to support Universal Design for Learning to ensure accessibility of curriculum, instruction, and assessment both online and in-person.

i. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.

New parents and students will receive training on access to both PlusPortals and Google Classroom as part of the Parent/Student orientation program.

j. Map what technical assistance and support will be offered during all reopening scenarios.

The school's tech director will continue to assist staff, students and families with issues of equipment needs, connectivity, and other considerations across all reopening scenarios. Contact information for the tech director will be shared widely. Last spring, the tech director offered free remote assistance for PC software support to all families and teachers.

k. Assess well being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).

The Diocese of Providence offers the Employee Assistance Program and other resources to personal needs. Additionally, our school's chaplain and campus minister are there to offer pastoral counseling to any and all members of our community. Anonymous surveys of staff have surfaced a number of concerns about the safe return to school that are addressed in our planning.

l. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.

Changes to attendance policies are being developed and will be promulgated to all staff, students and families prior to the school year.

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.

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

The SST team at the Prout School utilizes the following data for assessments of student learning and loss. Individual concerns and trends are the subject of Academic Council and Teacher Support Time (TST) meetings where specific plans are developed to improve student performance:

1. HSPT scores for incoming 9th graders
2. PSAT/SAT results
3. Course grades to include IB Internal Assessment (IAs) reviewed quarterly
4. External IB Assessment (IB tests, assessment of Extended Essays, TOK essays, et cetera)
5. Diagnostic testing provided by families.
6. TOEFL testing for international students

Multi-lingual/international students are assigned to a specific guidance counselor throughout their four years. Differently abled students are assigned to the Director of Academic Support.

n. 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.

1) Learning Loss Accountability:

- a) Previously identified intervention students will start the year with a review of their accommodations plan. Incoming students with identified needs will be assigned to a separate advisory group where they will receive additional supports during morning advisory and advisory class times.
- b) Department Heads will meet with their department members during regularly scheduled Teacher Support Team meetings. Department Heads will develop plans in conjunction with a student's guidance counselor and the SST will track student progress.

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

Similarities

1). Google Classrooms will be set-up for all classes to begin next year and Google Meet and Zoom will be the primary video-conferencing choices. Students who are authorized to be 'at home' will continue to be required to log-in to their classes daily. If a teacher is live-streaming their class, students at home will need to be present and on-time unless they are physically unable to do so.

Differences

- 1). In general the Prout at Home experience will differ in the Fall as follows:
 - i) Teachers' priorities will be on in-person instruction and if live-streaming and/or taping classes is not feasible they will provide appropriate online supplemental materials for at-home learning.
 - ii). Live-streaming classes may not allow the teacher to supervise the attentiveness or respond to questions of the at-home student as well or as often as during distance learning in the spring.
 - iii). On a positive note, teachers will receive more training on online instruction and assessment prior to and during the next school year.
 - iv). Instructional minutes will increase.

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

1) We expect that while instruction may look different if a student (or teacher) is in-person or at-home, the assessments will be similar if not identical. The Prout School is investing in cameras and microphones that will increase the ability of the teacher to have simultaneous online and in-person instruction. That said, teachers will likely need to practice and adjust their methods to achieve synchronous instruction/assessment.

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

1) Except for attendance policy changes under development and the possibility of canceling mid-terms and final exams, The Prout School is planning to make no substantial changes to its testing, grading, report card, and promotional policies.

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That said, we expect to make more routine use of the current policy for incompletes as we expect a higher than normal number of students unable to complete assignments due to COVID-related health concerns.

r. 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.

1). The SST meets 2-3 times a week and its members individually and collectively assess supports and develop plans to meet the academic, social, emotional, spiritual, and physical needs of all students. The team also determines based upon performance of students whether additional supports should be withdrawn and when.

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

As a private school, The Prout School does not formally recognize IEPs. The school does review accommodations plans on an annual basis with families.

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

The school conducted a needs assessment for all staff in anticipation of the re-opening planning. This assessment includes professional development priorities.

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

Under the leadership of the Student Support Team, all teaching and student support staff will undergo training as advisors. Advisories themselves will have a set curriculum to support and identify student social emotive needs as well as a particular emphasis on anti-racism which is the Christian Social Justice emphasis for next year.

v. 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).

1) Since March, the Prout school has collected feedback from families, students and staff members using numerous surveys, interviews, and other means regarding their experiences with distance learning. This feedback has informed our decisions regarding adjustments to expectations, online formats, and individualized support.

2) Families, students and staff furthermore have routinely been engaged through a series of video-conferencing meetings/town halls that are open to questions and answers directly from the principal and other administrative staff.

w. 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.

1). The Prout School utilizes Plus Portals for academic information on all students.

2). Changes in health and safety guidelines as well as distance learning procedures are communicated through constant contact messages, the school website, and through 'town hall' style video-conferences hosted by the Principal and support staff.

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

1). The re-opening plan includes the establishment of advisory groups where-in two teaching staff

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members will focus upon the spiritual/social-emotional/physical/academic needs of each student. As the advisory group will also be the child's stable group, we plan to build community through shared lunches, shared prayer and simply additional during the school week.

3. Social-Emotional and Mental Health Support		
Provide Assurance	Submit Evidence	
Social-Emotional and Mental Health Support		
		<i>a. Establish a crisis response team focused on student and staff mental health and wellness.</i>
	X	<i>b. Designate a mental health liaison who will work with the district, RI Department of Health, and community partners. (John Kimpton)</i>
X		<i>c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.</i>
X		<i>d. Screen or evaluate students for mental health needs.</i>
		<i>e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.</i>
X		<i>f. Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.</i>
		<i>g. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</i>
	X	<i>h. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.</i>

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

a. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.

The SST and its members make recommendations and reach out to the mental health community as needed for assistance and referrals. The Prout School has an agreement in principle with the Bradley School of Wakefield for sourcing any specific psychological/psychiatric support for our students.

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b. Screen or evaluate students for mental health needs.

Each guidance counselor, the chaplain, and the campus minister have received training in general indicators of psychological distress. These trainings focused on suicide prevention but are applicable to broad based mental health needs.

c. Evaluate staff mental health to assess their readiness to return.

Thought the EAP and school developed surveys, The Prout School will also continue anonymous surveys and individual meetings to assess staff wellness.

d. Implement system to continually monitor student needs.

The SST will assess during the opening days of schools through advisory time and individual meetings. Mental health needs will be revisited periodically (quarterly at a minimum) and any referrals from principals, teachers, school counselors or parents will be assessed and acted upon without delay.

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.

Gail Sullivan, School Nurse (gsullivan@theproutschool.org)

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

EAP resources as well as previously released resources approved by RIDE will be re-promulgated to the staff prior to the beginning of the school year as well as any additional approved resources as they emerge.

Reopening Operations		
Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		<i>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.</i>
X		<i>b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>

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X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors.
X		e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.

Operations (Budget, Staffing, Scheduling, Food Services)

	X	f. Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. More information about the format and detail needed will be provided separately.
	X	g. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.
	X	h. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.
X		i. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).

Transportation

X		j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).

	X	l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.
X		m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> - Cleaning schedule - Maximum capacity based on RIDOH guidelines
		n. Update bus routes, as needed.

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		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).
Technology		
		p. Designate a lead technology point of contact.
		q. Develop a return to school technology plan.
X		r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.
		s. Survey families to determine technology needs
X		t. Develop process for inventory of technology: <ul style="list-style-type: none"> - Students utilizing school devices at home - Faculty utilizing school devices at home - Return and sanitation of devices - Tracking computer issues
Family and Community Engagement (communication and partnerships)		
	X	u. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback)
X		v. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
X		w. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.
X		x. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.
		y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.

Re-opening Operation Plan

ASSURANCES:

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

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a. 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.

The finance director oversees all contractors to include the custodial/cleaning company for the school. She will also monitor supplies and procure additional supplies and equipment as needed.

b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.

The finance director has already met with the custodial staff and company to develop cleaning and disinfection policies. The principal will review all policies with the staff prior to the beginning of the school year.

c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.

The Prout School has identified its cleaning requirements and has budgeted for the appropriate staff.

d. Establish procedures for entering the school building for teachers, students, visitors, vendors.

Procedures for entering buildings are included in school building plans and will be communicated prior to opening school. They will also be prominently posted at all entrances.

e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.

All drills will be carried out in accordance with social distancing and mask wearing requirements. Whenever possible 6 foot spacing indicators will be applied either through wall signage or floor markings.

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 Act, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.

All budgets and revised budgets are developed at the school level and are subject to approval through the Diocese of Providence. We have based certain expenditures for PPE and other equipment for our plan based upon expected ESSER funds through our LEA (not finalized)

g. 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.)

Food service is contracted through a third party. The third party vendor is implementing a ‘grab and go’ socially distanced food distribution and payment plan in accordance with emerging best practices based upon CDC and other guidance.

h. Assess student arrival protocol (school bus drop off, parent drop off, etc.).

As discussed in Appendix A, there will be staggered arrival times as follows:

9th/10th grade and bus arrivals must enter through grade level entrances and be present for attendance no later than 8:10 a.m. daily. 11th and 12th graders who do not arrive by bus must enter through grade level entrances and be present for attendance no earlier than 8:30 daily. The school is working with its busing partners to have a separate drop off for 9th grade and 10th grade. Parent drop offs will be designated to reflect the new entrances/exits.

i. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).

The Prout School only oversees one private bus company. Registered riders for those buses is currently at full based upon current guidance. Parents expecting public-provided private school busing are responsible for registering at their local LEA.

j. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.

The Prout School will review bus procedures with its private busing company to include the latest screening and cleaning protocols.

k. 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.

The Prout School’s tech director had created a needs assessment survey which is the basis for connectivity concerns (classroom-level wifi), tech purchases (document readers, scanners, and cameras), as well as specific software needs.

l. Develop process for inventory of technology.

The Prout School’s Tech director inherited a technology inventory when she began last summer. She has made adjustments/improvements in the ensuing year.

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m. 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.

As discussed elsewhere, our key groups are the Academic Council, the administrative team, the Student Support Team, the individual content area teams, faculty-wide group, the grade level parent groups, and the grade level student groups. The principal also reports to the school's Advisory Board and the Diocesan Catholic School Office.

n. 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.

As discussed elsewhere, The Prout School will continue to employ Constant Contact emails, video-conferencing, and postings to our website for communications with all relevant stakeholders.

o. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.

The Prout Schools track questions provided by families during our 'town halls,' we have and will continue to offer surveys to staff, parents, and students at key points during the summer.

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.

a) The Prout School expects to maintain current staffing and reposition/repurpose specific jobs to meet the student support needs of the re-opening plan. Guidance counselors and non-teaching staff may be asked to serve as in-house substitutes for an expected rise in teacher absences for next year. Guidance counselors will relocate their offices to areas adjacent to their grade-level wings. The current guidance office may be re-purposed as a nurses' room with isolation rooms where the individual guidance counselor staff may be.

b) Additionally and in anticipation of potential increased need, the school is actively working to grow our substitute teacher pool. We do expect however to have difficulty in increasing our pool.

2. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.

See Appendix A

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.

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a) The Prout School encourages all of its families to re-consider its transportation plans in light of potential limited public busing and the restrictions that apply to both public and private busing (one child per seat (unless the child sits with a co-habitant). The school recommends that carpools maintain a requirement for the wearing of masks.

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).

a) Overall, there is satisfaction with the prospects of in-person education with specific and reasonable questions/concerns about safety. Teachers feel the plans are reasonable, though some are concerned about their own health issues or those outside of the school for whom they provide care. Parents have been broadly positive about our plans to date, yet harbor concerns about enforceability/fidelity of mask-wearing. Some have specific concerns about the masking students with asthmatic, anxiety, and other physical/psychological issues. Additionally we have students who are hearing impaired and would have difficulties hearing teachers, especially when those teachers are masked. After our plans are finalized (or need to be changed due to changes in guidance) we will re-assess our constituencies for their feelings as we near the beginning of the school year.

APPENDIX A: *Prout Re-opening plan key points*

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Note: While there are three re-opening scenarios, many of the key safety procedures and expectations for student and staff safety are similar.

Full in-person scenario (100% student capacity)	Partial in-person (50% of student capacity)	Limited in person (25% of student capacity)
<p>Scenario Description: This is our planned re-opening scenario. With this and all in-person scenarios, students who are not able to be in person may follow their classes on Prout At Home at any time during the year.</p>	<p>Scenario Description: If dictated by the Governor or other authorities, students will be assigned to a Grey or Maroon Day based upon the first letter of their last name. Students with the last names beginning with A through K attend on Grey scheduled days. Students with last names beginning with L through Z attend on Maroon Days. This allows for increased distancing in classes and the maintenance of students from the same family being at school on the same day. Students not in-person will follow their classes on Prout At Home.</p>	<p>Scenario Description: If dictated by the Governor or other authorities, students will arrive in person by class on specific class days each week (i.e. 9th grade on Tuesdays, 10th grade on Wednesdays). In this scenario, we will utilize the largest spaces (gymnasium, north and south commons, theatre and other double classrooms) to provide the students with an environment where they remain socially connected to their classmates and teachers and receive both academic instruction and social/emotional/spiritual development opportunities. Students not in-person will follow their classes on Prout At Home.</p>
<p>Mask Use and distancing: The Prout School students must maintain six feet of physical distance or be required to wear a face coverings if maintaining six feet of distance is not possible. As a general rule, students at The Prout School will keep their masks on when indoors at all times except while eating lunch with their stable groups. Students may also take off masks on outdoor breaks once six feet of distance is achieved. Students will be spread out as far as possible in their classes and will face forward towards their teacher as often as possible.</p>	<p>Mask Use and Distancing: The Prout School students must maintain six feet of physical distance or be required to wear a face coverings if maintaining six feet of distance is not possible. As a general rule, students at The Prout School will keep their masks on when indoors at all times except while eating lunch with their stable advisory groups. Students may also take off masks on outdoor breaks once six feet of distance is achieved. Students will be spread out as far as possible in their classes and will face forward towards their teacher as often as possible.</p>	<p>Mask Use and Distancing: The Prout School students must maintain six feet of physical distance or be required to wear a face coverings if maintaining six feet of distance is not possible. As a general rule, students at The Prout School will keep their masks on when indoors at all times except while eating lunch with their stable advisory groups. Students may also off masks on outdoor breaks once six feet of distance is achieved. Students will be spread out as far as possible in their classes and will face forward towards their teacher as often as possible.</p>

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Full in-person scenario (100% student capacity)	Partial in-person (50% of student capacity)	Limited in person (25% of student capacity)
<p>Transportation: Students on buses will wear masks before entering the bus and will keep mask on as they enter the building. Students arriving by car must don their masks prior to getting out of their car. Students who drive in carpools with other students from other families should be masked while driving.</p>	<p>Transportation: Students on buses will wear masks before entering the bus and will keep mask on as they enter the building. Students arriving by car must don their masks prior to getting out of their car. Students who drive in carpools with other students from other families should be masked while driving.</p>	<p>Transportation: Students on buses will wear masks before entering the bus and will keep mask on as they enter the building. Students arriving by car must don their masks prior to getting out of their car. Students who drive in carpools with other students from other families should be masked while driving.</p>
<p>Staggered Arrivals and Departures: There will be established entry and exit doors for each class year. Students who arrive by bus or are in the 9th or 10th grade must report to their advisory immediately upon entry by 8:10 am. Students who arrive by car in the 11th and 12th grade must report immediately to their first period class by 8:30 am. All 9th and 10th graders and all those who take the bus will dismiss at 2:30 p.m. Students who arrive by car in the 11th and 12th grade must remain in their class until 2:45 p.m. each day.</p>	<p>Staggered Arrivals and Departures: There will be established entry and exit doors for each class year. Students who arrive by bus or are in the 9th or 10th grade must report to their advisory immediately upon entry by 8:10 am. Students who arrive by car in the 11th and 12th grade must report immediately to their first period class by 8:30 am. All 9th and 10th graders and all those who take the bus will dismiss at 2:30 p.m. Students who arrive by car in the 11th and 12th grade must remain in their class until 2:45 p.m. each day.</p>	<p>Staggered Arrivals and Departures: There will be established entry and exit doors for each class year. Students who arrive by bus or are in the 9th or 10th grade must report to their advisory immediately upon entry by 8:10 am. Students who arrive by car in the 11th and 12th grade must report immediately to their first period class by 8:30 am. All 9th and 10th graders and all those who take the bus will dismiss at 2:30 p.m. Students who arrive by car in the 11th and 12th grade may depart at 2:30.</p>

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Full in-person scenario (100% student capacity)	Partial in-person (50% of student capacity)	Limited in person (25% of student capacity)
<p>Class breaks Each class will be 75 minutes long, Four classes will meet each Day One (periods A-D) and the remaining four (periods E-H) on Day Two including one 15 minute break and cleaning time.</p> <p>Bathroom use and hand sanitation. On breaks, teachers will supervise the movement of students to the bathrooms and then, weather permitting, to designated outside breaks. Students should sanitize their hands either by washing them in the bathrooms or by using a school or personal authorized hand sanitizer.</p> <p>Mask Break When outside, the teacher will ensure students separate a minimum of 6 feet in order to allow students to take off their masks for a mask break. At this time a student may put on a replacement mask (provided by them).</p> <p>Cleaning At the end of the class, students are responsible for using authorized disinfectants and paper towels to wipe down their desks, chairs, and any other classroom item they touched.</p>	<p>Class breaks Each class will be 75 minutes long, Four classes will meet each Day One (periods A-D) and the remaining four (periods E-H) on Day Two including one 15 minute break and cleaning time.</p> <p>Bathroom use and hand sanitation. On breaks, teachers will supervise the movement of students to the bathrooms and then, weather permitting, to designated outside breaks. Students should sanitize their hands either by washing them in the bathrooms or by using a school or personal authorized hand sanitizer.</p> <p>Mask Break When outside, the teacher will ensure students separate a minimum of 6 feet in order to allow students to take off their masks for a mask break. At this time a student may put on a replacement mask (provided by them).</p> <p>Cleaning At the end of the class, students are responsible for using authorized disinfectants and paper towels to wipe down their desks, chairs, and any other classroom item they touched.</p>	<p>Class breaks Each class will be 75 minutes long, Four classes will meet each Day One (periods A-D) and the remaining four (periods E-H) on Day Two including one 15 minute break and cleaning time.</p> <p>Bathroom use and hand sanitation. On breaks, teachers will supervise the movement of students to the bathrooms and then, weather permitting, to designated outside breaks. Students should sanitize their hands either by washing them in the bathrooms or by using a school or personal authorized hand sanitizer.</p> <p>Mask Break When outside, the teacher will ensure students separate a minimum of 6 feet in order to allow students to take off their masks for a mask break. At this time a student may put on a replacement mask (provided by them).</p> <p>Cleaning At the end of the class, students are responsible for using authorized disinfectants and paper towels to wipe down their desks, chairs, and any other classroom item they touched.</p>

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Full in-person scenario (100% student capacity)	Partial in-person (50% of student capacity)	Limited in person (25% of student capacity)
<p>Hallway travel: Students will travel hallways following a specific direction and stairways will be designated with specific up/down directions. Students will not travel on passes to the bathroom/nurse/guidance. Students will be escorted/supervised by a staff member to all locations in the building.</p> <p>Lockers: Students will not have access to lockers but can store items in their advisory or carry them in their backpacks.</p> <p>Dining and Cafeteria: Students eat in their assigned advisory classrooms or in designated outdoor tents. Hot lunch will be available and served in a 'grab and go' format.</p>	<p>Hallway travel: Students will travel hallways following a specific direction and stairways will be designated with specific up/down directions. Students will not travel on passes to the bathroom/nurse/guidance. Students will be escorted/supervised by a staff member to all locations in the building.</p> <p>Lockers: Students will not have access to lockers but can store items in their advisory or carry them in their backpacks.</p> <p>Dining and Cafeteria: Students eat in their assigned advisory classrooms or in designated outdoor tents. Hot lunch will be available and served in a 'grab and go' format.</p>	<p>Hallway travel: Students will travel hallways following a specific direction and stairways will be designated with specific up/down directions. Students will not travel on passes to the bathroom/nurse/guidance. Students will be escorted/supervised by a staff member to all locations in the building.</p> <p>Lockers: Students will not have access to lockers but can store items in their advisory or carry them in their backpacks.</p> <p>Dining and Cafeteria: Students eat in their assigned advisory classrooms or in designated outdoor tents. Hot lunch will be available and served in a 'grab and go' format.</p>
<p>Catholic Spiritual Development: Religious retreats will continue next year but will be held at the school utilizing outdoor classrooms whenever possible. Masses will be live-streamed to students in their advisories. Sacraments will be made available utilizing the safety procedures in our parishes. The chaplain and campus minister will be available for virtual or socially distanced spiritual counseling. Christian service opportunities will be available during advisory time.</p>	<p>Catholic Spiritual Development. Religious retreats will continue next year but will be held at the school utilizing outdoor classrooms whenever possible. Masses will be live-streamed to students in their advisories. Sacraments will be made available utilizing the safety procedures in our parishes. The chaplain and campus minister will be available for virtual or socially distanced spiritual counseling. Christian service opportunities will be available during advisory time.</p>	<p>Catholic Spiritual Development Religious retreats will continue next year but will be held at the school utilizing outdoor classrooms whenever possible. Masses will be live-streamed to students in their advisories. Sacraments will be made available utilizing the safety procedures in our parishes. The chaplain and campus minister will be available for virtual or socially distanced spiritual counseling. Christian service opportunities will be available during advisory time.</p>

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Full in-person scenario (100% student capacity)	Partial in-person (50% of student capacity)	Limited in person (25% of student capacity)
<p>Extra-curricular activities</p> <p>Athletics-We will follow RIIL guidance. If RIIL sports seasons are canceled, The Prout School will employ a pod structure for athletic team training (if allowed under restrictions). Other after school activities will occur within restrictions established in the re-opening plan with scenarios set by the Governor unless otherwise allowed through RIDE/RIDOH.</p> <p>Performing arts and clubs-In general, non-completive athletic activities will seek to continue in-person utilizing the classroom restrictions in place along with integration with virtual options for meetings/rehearsals. Competitive clubs are to be determined.</p>	<p>Extra-curricular activities</p> <p>Athletics-We will follow RIIL guidance. If RIIL sports seasons are canceled, The Prout School will employ a pod structure for athletic team training (if allowed under restrictions). Other after school activities will occur within restrictions established in the re-opening plan with scenarios set by the Governor unless otherwise allowed through RIDE/RIDOH.</p> <p>Performing arts and clubs-In general, non-completive athletic activities will seek to continue in-person utilizing the classroom restrictions in place along with integration with virtual options for meetings/rehearsals. Competitive clubs are to be determined.</p>	<p>Extra-curricular activities</p> <p>Athletics-We will follow RIIL guidance. If RIIL sports seasons are canceled, The Prout School will employ a pod structure for athletic team training (if allowed under restrictions). Other after school activities will occur within restrictions established in the re-opening plan with scenarios set by the Governor unless otherwise allowed through RIDE/RIDOH.</p> <p>Performing arts and clubs-In general, non-completive athletic activities will seek to continue in-person utilizing the classroom restrictions in place along with integration with virtual options for meetings/rehearsals. Competitive clubs are to be determined.</p>

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Full in-person scenario (100% student capacity)	Partial in-person (50% of student capacity)	Limited in person (25% of student capacity)
<p><i>Parent and guest visiting policy</i></p> <p>Student pick-up Parents who come to pick up their child during the school day will not enter the building. Parents will report to the main entrance and utilize a video-telephone to announce their arrival and to verify their identity with the main office secretaries.</p> <p>Parent meetings. The Prout School will utilize video-conferencing and phone calls as the primary means for parent meetings before, during, and after the school day.</p> <p>Guests. All authorized guests/visitors must be masked upon entry to The Prout School. If they are not masked they will be asked to leave the building. If they have no mask available, the main office will provide them with a disposable mask for their stay.</p>	<p><i>Parent and guest visiting policy</i></p> <p>Student pick-up Parents who come to pick up their child during the school day will not enter the building. Parents will report to the main entrance and utilize a video-telephone to announce their arrival and to verify their identity with the main office secretaries.</p> <p>Parent meetings. The Prout School will utilize video-conferencing and phone calls as the primary means for parent meetings before, during, and after the school day.</p> <p>Guests. All authorized guests/visitors must be masked upon entry to The Prout School. If they are not masked they will be asked to leave the building. If they have no mask available, the main office will provide them with a disposable mask for their stay.</p>	<p><i>Parent and guest visiting policy</i></p> <p>Student pick-up Parents who come to pick up their child during the school day will not enter the building. Parents will report to the main entrance and utilize a video-telephone to announce their arrival and to verify their identity with the main office secretaries.</p> <p>Parent meetings. The Prout School will utilize video-conferencing and phone calls as the primary means for parent meetings before, during, and after the school day.</p> <p>Guests. All authorized guests/visitors must be masked upon entry to The Prout School. If they are not masked they will be asked to leave the building. If they have no mask available, the main office will provide them with a disposable mask for their stay.</p>