



**LEA Preparation Plan – Segue Institute for Learning**

Please fill out the information below and submit to [info@ride.ri.gov](mailto:info@ride.ri.gov) by Thursday, March 19, 2020.

LEA Name: The Segue Institute for Learning 325 Cowden Street CFRI 02963 (401) 721-0964

Superintendent's Name: Angelo Garcia, Founder

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Cell Phone: (401) 481-3378

Point person for COVID-19: Angelo Garcia

Point person's title: Founder/Executive Director

Point person's email: [angelo.garcia@segueifl.org](mailto:angelo.garcia@segueifl.org)

Point person's cell phone: (401) 481-3378

Have you reviewed your school emergency operations plans? **Yes**

What preventative actions are you taking with students and staff (i.e. advising to stay home when sick; appropriately covering coughs and sneezes; and washing hands often)?

- Along with reminding students/staff of taking all necessary precautions, Segue is also distributing materials made available to all school districts to parents as well.
- Segue school nurse visited all classrooms and addressed washing hands, covering sneezing and coughs, dispel rumors and also offer students a chance to talk about this openly to share concerns and fears.
- Segue FEC (Family Engagement Committee) has made sure to interpret all materials so that all of our families can access/read information on prevention and treatment.
- Prior to closing, Segue cancelled all coffee hours, field trips, evening activities and building rentals to keep exposure at a minimum.
- Segue staff engaged in PD (Friday, March 13<sup>th</sup>) prior to announcement of school closures to begin preparation of Distance Learning Plan.
- Segue keeps constant contact with RI Department of Ed, RI Department of Health and local municipal officials to stay up to date on information.
- Segue is participating in google share doc./platform with other charter leaders to share resources, distance learning plans, letter templates to families, vendors, etc.

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Do you have a plan in place for frequent cleaning?

Yes. Segue uses the company Jan Pro to do all of its cleaning. Segue has shared the protocol for cleaning offered by RIDE to our vendor. Intense cleaning will happen throughout the week.

Are you actively monitoring absenteeism patterns among both students and staff?

Segue always monitors absenteeism, and prior to school closing did not see a dramatic increase in absences from either staff or scholars.

Have you reviewed your attendance and sick leave policies?

Yes. Segue has continually reached out to staff to ensure that they are following all mandates and protocols to stay healthy. As of the time of school closure we had no staff experiencing any symptoms or absences/self-quarantine.

We do anticipate paying all staff (teacher and non-teacher) throughout the entire time of school closures. We have assured staff of this on numerous occasions.

Do you have a plan for alerting the RI Department of Health about increases in absences, particularly those that appear due to respiratory illnesses? Who is your point person?

Yes. Amanda Muratori (Segue Admin Staff) will handle excessive absenteeism information and submit to RIDE. Presently there are no documented cases of respiratory illnesses do to Covid-19 or otherwise.

Have you communicated with families about school closure policies and procedures?

Yes. Segue has sent information to all families both via email and on social media. A copy of the emails sent are attached to this document.

In the case of any possible exposure to COVID-19 to do you have a plan to provide guidance to the students or staff while maintaining confidentiality in accordance with the Americans with Disabilities Act and the Family Education Rights and Privacy Act?

Yes. That is ongoing. Information shared by RIDE and Department of Health.

If a child or staff member has been identified with Covid-19 are you prepared to coordinate with the RI Department of Health and follow all guidance and protocols?

Yes.

Do you have any planned activities of more than 250 participants?

Not at this time.

In case of a school closure, how will you inform families and staff?

Parents are informed via ConnectEd messaging service, emails and social media postings.

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**In case of a school closure, what do you have in place for continuous instruction?**

In the event of school closure, Segue will take the following action:

Previous surveys of students/families, have indicated that some students do not have internet access or access to devices. We have made hard copy materials available for students and will distribute Chromebooks to students beginning Monday, March 23, 2020. Results from our survey indicated that approximately 100 students would need to borrow a device and 12 students would not be able to access the Internet. To support students without internet access, Academic Fellows will reach out to those families via phone to provide support and receive updates on students' engagement with distance learning materials.

Teachers have prepared daily lesson plans and activities that are aligned to current instructional units for all content areas. Each lesson/assignment is estimated at 45-60 minutes.

Teachers will continue to utilize Google Classroom to post lessons and track submission of assignments. Programs like Google docs will provide teachers with the opportunity to provide feedback to students and track progress.

Teachers will be available via email and Google Chat during the following hours: 9:30-11:00 am and 12:30-3:30 pm.

In addition to content area learning activities, students are asked to read independently for 30 minutes each day and participate in physical activities as well as creative activities. Segue's physical education and art educators will share daily videos and activities for students and families through the school closure.

In order to track daily attendance and engagement in distance learning, each teacher will report on student engagement through daily tasks. For tasks that will require submission of an assignment on Google Classroom (most common mode of delivery), teachers will track the timestamp that is documented when a student accesses and submits an assignment. This will be tracked via a school-wide document and trends in student participation will be monitored by the administrative team and SAFE (Student And Family Engagement) team. For any students/families in need of additional support, a staff member will be assigned to provide frequent check-ins throughout the distance learning period.

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Segue will track teacher/staff attendance through monitoring of various platforms (e.g. Gmail, Google Classroom, Google Docs – Curriculum Folders, GoGuardian, PowerSchool, etc). For non-teaching staff, direct supervisors will provide ongoing projects that can be completed in a work-from-home setting. Daily check-ins with those staff and their direct supervisors will serve as evidence of daily work attendance.

As per Segue’s current curriculum expectations, teachers work collaboratively with EL teachers to provide appropriate accommodations for emergent bilingual students. Students already have access to a number of online resources to support their distance learning (e.g. Google Translate, online dictionaries, apps for language learning). EL Collaborative Teachers will continue to work with teachers and students to provide additional tools for lessons and activities. Additionally, all teachers and staff will use Talking Points to communicate with families. Talking Points provides translated messages in parents’/students’ native language and allows families to respond to teachers.

Segue is prepared to take a week-by-week plan of action to continue distance learning through any length of school closure.

Special Education teachers will support classroom teachers with modifications and accommodations to assignments for students with IEPs. General education teachers will make assignments available for special educators to review on a weekly basis. They will also add supplementary work which addresses the goals of the student’s IEPs. The goal of supplemental work for the first two weeks will be skill maintenance as students and families adjust to distance learning, the use of technology and adjustments to their schedules.

Special education teachers will conduct weekly virtual meetings at a predetermined time to provide consultation and support to classroom teachers needing assistance with students that may be struggling with the Distance Learning model and to maintain the collaborative planning that occurs when school is in session.

Special education teachers will plan check-in/instructional times with their students/parents via email or Zoom. These times will be used to give support to the parents and provide direct instruction or support to the student. In addition, teachers, parents and students will communicate regularly through Talking Points.

Other service providers (SLP, OT, APE) will send parents a list of strategies, specifically designed to meet the needs of individual children. This will be aligned to student’s current IEP goals and related services. Segue is currently working with parents and service providers to establish a weekly schedule for service delivery via Zoom.

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Our school social workers will continue meeting with students on their current caseload, as well as make themselves available to any other students or families who feel they could benefit from working with a mental health professional about the challenges related to the shift to virtual learning. Students and families will connect with the social worker through google meet, google classroom, email, or telephone to address areas within students' IEP goals.

IEP development will occur as usual with IEP team meetings being conducted virtually starting the week of April 30th. New evaluations will not be started until school is back in session as the student has to be available in person to evaluate. Evaluations that were in process when school closed will be reviewed by the special education director to make an assessment if there is sufficient evidence to move forward with an eligibility determination. In either case whether there may be sufficient evidence or not, an evaluation team review meeting will be scheduled to review information gathered to date and determine next steps.

During this time of school closure and distance learning, Segue expects each student and family to make every effort to complete the learning activities assigned in a timely manner. Understanding that families and students will have different obligations during this time, Segue expects that all assignments will be completed within a 5-day timeframe. This will allow for timely tracking and effective feedback from teachers. Additionally, Segue expects that families and students will cooperate with scheduling individual sessions for students with IEPs to meet with service providers.

**Does your instructional contingency plan include how you would manage days out of school? Does it include virtual learning options?**

Segue IFL has 8 extra days planned into its calendar above and beyond what is expected by RIDE. Our Distance Learning Plan will be updated weekly as decisions are made on a state-level to keep schools closed. In addition to the length of the school year, Segue is planning for distance learning on a week-by-week basis.

**Have you tried any virtual learning options already?**

No. However, Segue's teachers and students have consistently used Google Classroom other collaborative programs throughout this and previous school years.

Segue has been working with other RI Charter Schools to learn from them what they plan on doing throughout this time.

We remain in constant contact as well as share document platforms to review and exchange best practices for working with students.

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**Resource List for Potential School Closure 3/23-3/27**

Web-based materials (to be shared online)	Paper-based materials (to be distributed)
<a href="#">Sample Elementary Task List</a>	Spanish language practice packet
<a href="#">Sample Middle School Assignment</a> (posted on Google Classroom)	8 <sup>th</sup> grade text: <i>Night</i> by Elie Wiesel
<a href="#">Sample Google Classroom</a>	Narrative writing resources
When possible, texts have been shared with students in PDF form on Google classrooms, <i>Go Formative</i> , and through e-mail	<a href="#">Introduction to Electricity</a> text
	<a href="#">Body Systems</a> text
	“Primary & Secondary Sources” activity
	<a href="#">Plate Tectonics</a> text

**Sample Schedules for Families**

4 & 5	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	Connect!	Connect!	Connect!	Connect!	Connect!
9-9:30	Read	Journal	Read	Journal	Read
9:30-10:30	Literacy	Science	Literacy	Science	Literacy
10:30-11:15	MAGnT Choice				
11:15-12:15	Eat Lunch ☺				
12:15-1:15	Science	Math	Science	Math	Math
1:15-2:15	Math	Literacy	Math	Literacy	Science
2:15-3	Journal	Read	Journal	Read	Journal

  

6-8	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	Connect!	Connect!	Connect!	Connect!	Connect!
9-9:30	Read	Journal	Read	Journal	Read
9:30-10:15	ELA	Math	Science	Humanities	Math
10:15-11	MAGnT Choice				
11-12	Eat Lunch ☺				
12-12:45	Humanities	ELA	Math	Science	ELA
12:45-1:30	Science	Humanities	ELA	Math	Humanities
1:30-2:15	Math	Science	Humanities	ELA	Science
2:15-3	Journal	Read	Journal	Read	Journal