

LEA Reopening Planning Template

LEA Name: Segue Institute for Learning

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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.

Timeline and Responsibilities	
RIDE	<ol style="list-style-type: none">1. Reopening template + guidance, June 192. Reopening plan feedback, end of July
LEAs	<ol style="list-style-type: none">1. Draft and submit reopening plan, July 17

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**
 - a. 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.
- 2. 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.
- 3. 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 info@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**.

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Segue Institute for Learning
Where ALL Students are “AT PROMISE”
325 Cowden Street – Central Falls, RI – 02863
Phone – (401) 721-0964 * Fax – (401) 721-0984 * Website – SegueIFL.org

Thursday, July 16, 2020

Dear Parents of the Segue Institute for Learning Community:

I hope as you receive this letter that you and your family are doing well and that you all remain safe and healthy.

Before anything, I want to be clear in saying that we take our students and personnel’s safety and well-being very seriously and that Segue school leadership team is taking all of the necessary precautions to limit the continued spread of the COVID 19 virus for all who are a part of our school community.

With that said, I write today to share with you our plans to re-open school and begin instruction in late August. It is important that you review the proposed plans so that you can learn what these changes mean for your child/children and your family in general.

Notice that we are presenting three plans to the state Department of Education in the hopes of getting all of our scholars back to school one way or another. We recognize that no plan is perfect and we appreciate your support in helping us to move forward.

The world is certainly a different place than it was when we were all together back in March. So much has happened and we now have to live a “new normal” in order to be safe and maintain our good health. I know this has been a struggle for some of us personally as our community has been one of the most negatively impacted throughout the state and country during this pandemic.

I am hoping that all changes sometime soon. In the meantime, we need to begin getting back to the business of educating our children with more certainty and regularity. Segue remains committed to making sure our scholars continue to thrive academically and grow socially and emotionally as scholars of our amazing school.

Like all school districts in the state of RI, Segue has had to work on a “reopening plan” and has submitted it to the RI Department of Education for review and guidance. This has been put together with the input of Segue staff, RIDE professionals and support staff as well as feedback from parents and students.

The plan, although a temporary one, will be put into practice immediately upon approval and will remain in place until further notice from school leadership or changes are mandated by the Department of Education, Department of Health and the Governor’s Office.

We know that school is going to look different for all of our scholars. There will be lots of questions and concerns. We will do our best to answer all of them to the best of our ability. However, we may not have all of the answers in the immediate and will need your help in making sure that returning to school is a positive experience for your student. Your support and partnership as parents and caregivers are what will make the upcoming school year a successful one for your child.

I cannot say enough how much your flexibility and involvement in educating your child over the last 3 and a half months has meant to us as a district. We do not diminish your role in any way and applaud your support.

Please know we continue to be available to discuss any remaining concerns you have after reviewing our plan. We recognize that it is a lot to ask of families and want to support you in any way possible.

As always, we appreciate you and your family for going above and beyond.

We know that there have been incredible sacrifices made to get us through these difficult weeks and months. As a strong and unified community, we are confident that we will be successful in all that we attempt. It is what we are made of as Segue Falcons.

Thank you again and I am here to hear your concerns and comments on our re-opening of our incredible school.

We have missed you and your child/children. Welcome Back!

Sincerely,



Angelo Garcia, Founder/Executive Director

Segue Institute for Learning



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Jueves, 16 de julio 2020

Estimados Padres del Instituto de Aprendizaje Segue:

Espero que al recibir esta carta usted y su familia estén bien y que todos permanezcan seguros y saludables.

Antes de nada, quiero ser claro al decir que nos tomamos muy en serio la seguridad y el bienestar de nuestros estudiantes y personal y que el equipo de liderazgo de la escuela Segue está tomando todas las precauciones necesarias para limitar la propagación continua del virus COVID 19 para todos los que forman parte de nuestra comunidad escolar.

Dicho esto, escribo hoy para compartir con ustedes nuestros planes de reabrir la escuela y comenzar la instrucción a finales de agosto. Es importante que revise los planes propuestos para que pueda aprender lo que estos cambios significan para su hijo/hijos y su familia en general.

Observe que estamos presentando tres planes al Departamento de Educación del estado con la esperanza de que todos nuestros académicos regresen a la escuela de una manera u otra. Reconocemos que ningún plan es perfecto y agradecemos su apoyo para ayudarnos a seguir adelante.

Habiendo dicho esto, les escribo hoy para compartir con ustedes nuestros planes para reabrir la escuela y comenzar la instrucción a finales de agosto. Es importante que revise este plan para que pueda conocer lo que significan estos cambios para su hijo/hijos y su familia en general.

El mundo es sin duda un lugar diferente al que era cuando todos estábamos juntos en marzo. Han pasado muchas cosas y ahora tenemos que vivir una "nueva normalidad" para estar seguros y mantener nuestra buena salud. Sé que esto ha sido una lucha para algunos de nosotros personalmente, ya que nuestra comunidad ha sido una de las más afectadas negativamente en todo el estado y el país durante esta pandemia.

Espero que todo cambie pronto. Mientras tanto, tenemos que comenzar a volver al negocio de educar a nuestros hijos con más certidumbre y regularidad. Segue sigue comprometido en asegurarse de que nuestros alumnos continúen prosperando académicamente y creciendo social y emocionalmente como estudiantes de nuestra increíble escuela.

Al igual que todos los distritos escolares en el estado de RI, Segue ha tenido que trabajar en un "plan de reapertura" y lo ha presentado al Departamento de Educación de RI para su revisión y orientación. Esto se ha realizado con la aportación del personal de Segue, los profesionales de RIDE y el personal de apoyo, así como los comentarios de los padres y estudiantes.

El plan, aunque es temporal, se pondrá en práctica inmediatamente después de la aprobación y permanecerá en vigor hasta que el Departamento de Educación, el Departamento de Salud y la Oficina del Gobernador lo notifiquen.

Sabemos que la escuela se verá diferente para todos nuestros estudiantes. Habrá muchas preguntas e inquietudes. Haremos todo lo posible para responder a todas ellas lo mejor que podamos. Sin embargo, es posible que no tengamos todas las respuestas de inmediato y necesitemos su ayuda para asegurarnos de que el regreso a la escuela sea una experiencia positiva para su estudiante. Su apoyo y asociación como padres y cuidadores son lo que hará que el próximo año escolar sea un éxito para su hijo[a].

No puedo enfatizar cuánto su flexibilidad y involucramiento en la educación de su hijo[a] en los últimos 3 meses y medio ha significado para nosotros como distrito. No disminuimos su rol de ninguna manera y aplaudimos su apoyo.

Por favor, sepa que continuamos estando disponibles para analizar cualquier inquietud restante que tenga después de revisar nuestro plan. Reconocemos que es mucho pedir a las familias y queremos apoyarles de cualquier manera posible.

Como siempre, apreciamos a usted y a su familia por ir más allá.

Sabemos que ha habido sacrificios increíbles para superar estas difíciles semanas y meses. Como una comunidad fuerte y unificada, estamos seguros de que tendremos éxito en todo lo que intentemos. Es de lo que estamos hechos como Segue Falcones.

Gracias nuevamente y estoy aquí para escuchar sus inquietudes y comentarios sobre nuestro proceso de reapertura de nuestra increíble escuela.

Les hemos echado de menos a usted y a su hijo[as]. ¡Bienvenidos!

Sinceramente,



Angelo García, Fundador/Director Ejecutivo

Segue Institute For Learning

Distance Learning

Spring 2020 Reflection

Overview –

Throughout the last several months of this academic school year (March 12 – June 8th), the Segue Institute for Learning conducted its educational programming utilizing a distance learning platform. Like most school districts in the state, Segue was forced to facilitate what happened every day in our bustling two buildings on Cowden Street in Central Falls into a form of teaching and learning that was uncharted and never had been attempted by our school.

Recognizing that there were going to be many obstacles under this new normal, the school's leadership rallied staff, parents and students to make sure our work did not become overly interrupted. It became very important early on that we moved to making sure we continued to reach each child that is under our charge to educate and help guide through their academic as well as their social emotional journey.

Having always been a school that puts students and families' needs first, Segue staff immediately recognized the struggle it was going to be as it also was not aware what we were in for at the beginning of this pandemic.

The school however, never closed its doors although the community of Central Falls was one of the hardest hit cities seeing the highest rate of positive test results of the Corona virus in the state and possibly the northeast.

The leadership of Segue IFL, along with its board of directors, recognized that although most learning could have been done virtually, the other just as important services and supports needed to continue for the members of the school community.

Operating as a Full-Service Community School, Segue parents and students relied heavily on our wrap around services and supports now more than ever.

To that end, the school remained open and served as a meal site (open distribution) offering meals to students and families at least three days a week. Whenever opened the food dispensary would distribute close to 1,750 breakfasts and lunch that were made available

by Chartwells Foods, Segue's food vendor. This was crucial as it meant that students could access meals that were much needed especially since they were staying at home.

The Segue Food Pantry, which is subsidized by the RI Food Bank, also made food bundles available every Friday with fresh produce, dairy and poultry so families could subsidize meals at home as well. Each week, the pantry would assemble and distribute almost 150 bundles to residents of the community (not just Segue families).

School administration wrote several grants and received funds to support families with purchasing non-food related items for their household as well (sanitary and personal hygiene products, cleaning supplies, toiletries, etc.) Funds came through the United Way and the RI Foundation as well as private donations and gifts to the school.

Wanting to ensure that each child had what was needed to continue their learning, Segue immediately prepared and dispatched close to 200+ chrome books so that students could retrieve and take them home to be used under this new practice. Of the 240 students at Segue, several had their own laptops at home and chose not to borrow our school technology.

There were 5 students in the end who did not use technology for their distance learning due to family issues or their level of comfort with the use of electronic equipment.

Those students who did not participate in distance learning were offered paper packets and in-phone interaction with staff and school counselors to stay connected with Segue staff. Paper packets were prepared at the end of each week, distributed to parents early the following week to be returned completed when the new packets were ready. That practice, although not the ideal, did work for some of our scholars that need that support.

The school also made sure students who needed the support of school social workers and counselors could access them in our buildings. While practicing social distancing and universal safety precautions, Segue scholars were still able to come in to the building and meet staff to get the support needed and also have an opportunity to discuss their feelings and anxiety over what was going on around them.

The school made a technology instructor available twice a week so parents and students could reach out ahead of time and express a concern or need with technical support with actual technology devices as well as training on virtual classroom platforms, ZOOM, etc. We also made new devices available to students who needed laptops replaced throughout the time.

Some students even needed a space away from home to log in and get their work done. Understanding that not every child has a home environment that is necessarily conducive to

learning, several of our older scholars came in to school and sat in a classroom/office space and were able to access their lessons at the appropriate time. Making this option available to some of our scholars really made the difference with them being able to participate and get work done.

All in all, the school's leadership is confident in saying that the distance learning experience for our school was a positive one. It wasn't an easy one nor was it something that the staff didn't struggle with as we remained unsure what was going to happen from day to day.

And when it was all said and done, we knew that this model could not replace the face to face and in person instruction our school thrives on. We missed our scholars and feel like the second half of the year left many things unfinished and uncelebrated. Still, we prevailed as a school and community.

Where we rocked it! (Social and Emotional Needs/Student Joy of School) –

As with many practices that are new and unforged in any district, there was a lot of hesitation and nervousness about conducting distance learning for a school who is all about the face to face and social interaction between its students, parents and the staff.

What makes Segue successful on so many levels are the investment we make in the people of our school community. It is important that we are all heard and seen and recognized for our individuality and personal touch and what we bring every day.

Our students and staff struggled just as they did with any set of materials or academic practices that we had to take on as a result of the distance learning model.

To that end, we learned a great deal about how to make connections with students and continue to foster that connection so that they weren't feeling lost and incomplete.

Here are some of the things we did with students to ensure they experienced the joy of being a student at Segue:

- Advisory program remained a constant for our school and was facilitated each day of distance learning. Although it was used for attendance taking as well, the Advisory program at Segue was used as a jumping off point to check in with students and see where they were and how they were coping. Information was shared with lead staff and counseling and support staff as well as our Family Engagement Coordinator to make sure we circled back and reached out to students who might need an extra check in or have a conversation outside of the virtual learning environment.
- Staff conducted snack chats in the late afternoon and early evening for students to log in and discuss a topic of the day, a song they heard, and even connect with each other on

some of the things they are doing when not in distance learning. They also brought with them their favorite snacks and it was a great time to be fun and goofy with friends and teachers.

- Along with regular content classes, Segue scholars were offered classes that were just as important and allowed them to express themselves creatively and even get some much pent up energy released:
 - Falcon Fitness gym classes were offered where students were able to work out with a staff person from their homes. Often times it was more than one staff person who would log in to facilitate. This also served as an opportunity for adults to do some stretching and personal care.
 - Classes like World Language and Art were also offered so students could explore other interests and not just content classes.
- Segue celebrated its scholars. As a school that validates and recognizes our scholars on the regular, We did not want to miss out on those opportunities to make sure our scholars and parents knew when they were shining.

The following are some activities that were done virtually to continue in the spirit of success of our school:

- Virtual Student of the Month events. Segue staff convened parents and scholars to celebrate outstanding students in specific content classes and areas of our REACH model. Students were recognized in front of their community, certificates were printed and mailed and some students even got a free lunch delivered to their homes courtesy of the school.
- Virtual Spirit Month was coordinated in April where students could be silly and dress up to show their Segue pride. Days included Pajama Day, Super Hero Day, Color Day, etc. Staff was just as involved as students.
- National Junior Honor Society Celebration. The NJHS is a big deal at Segue. Scholars recognize that it is an honor and begin to hear about the ways they can make that esteemed group as early as grade 6. Segue's pillars and codes of conduct/expectations mirrors that of the NJHS program nationwide. In late May, Segue staff convened all 30 of this year's inductees (of the 76 in this year's graduating class) with parents and staff and were recognized. Speeches were made and songs were sung. It was a truly amazing event.
- Scholarships and Laptops were awarded virtually to our exiting scholars from Grade 8. School leadership was able to do live chats with some of our graduating students and their parents and give them the great news that they had been chosen for a new laptop to take on to high school or a financial scholarship to assist with expenses for high school (mostly those that are private or parochial). Segue raised close to \$8,000.00 from its staff and school staff to support with this cost.

- Class of 2020 Reverse Graduation Parade – While other schools were driving around their cities and towns bringing the party to their graduates, Segue had them come to the party. This year, with the support of the Central Falls Police Department, Segue recognized its amazing graduates with a reverse parade where they came to the school and drove through our lots getting much fanfare and praise. Music was played and students were able to stop throughout the course to receive their yearbooks, awards and other graduation goodies from the school. Each parent that drove received a flower for their child to hand off to them. School personnel and Board members (along with neighbors and local families came out to support). It truly was an amazing and emotional event.
- Virtual Field Day was held in June with a myriad of activities and events to participate in outside of your home. Staff again participated as well.

Where we rocked it! (Academically/Differentiation of Instruction) –

Regardless of how we felt as a school about how much we wanted our scholars in our buildings, we realized that we needed to make sure we kept the “learning” in distance learning while they were not in classrooms.

Segue lead staff was quick to circle the wagons with teachers and teaching fellows (classroom assistants) to make sure that we did not skip a beat after the initial shock of what we were going to have to do wore off.

Here are some of the practices that we put into place to support our distance learning model:

- Accountability Partners – Segue made sure that those students that needed the most support got it by way of having a point person (staff) to be able to reach out to along with their teachers and staff. The Segue team looked at all of the students who were struggling throughout the entire time of distance learning and made sure that there were regular check ins and that parents were notified when students were absent or not completing work with their peers. This practice was a huge help for some of our scholars who traditionally have an extra pair of eyes and ears when at school to guide them. These partners were also a great resource for students who may not have required the support when at school but were struggling with distance learning.
- Teaching new material – Along with making sure that students didn’t forget what they already had done, lead teachers and school academic staff made sure that content was flowing and new material was introduced as well. This was very important as the lead staff of the school wanted to make sure that there wouldn’t be too much of a slide for scholars as there would be some need for remediation when they came to school however, it shouldn’t be that wide of a gap.

- Differentiation of Instruction – All staff/teachers at school made sure that they were part of an ongoing conversation with Individual Needs team members (Special Education) to make sure that curriculum offered was accessible to all of our scholars. Often times, Special Education teachers needed to do a one on one with a student above and beyond their regular contact log on time of distance learning. Already shared was the practice of creating packets and more tactile materials for students who may have needed manipulatives for their learning. Parent communication and support was key as often times they had to come to the school to get materials. Segue staff also did lots of home deliveries of packets and supplies for students who needed them.
- Flexible schedule of classes – Again, recognizing that not every student had the opportunity to log in when they needed to, Segue allowed for students to check back in with Accountability partners to ensure that they would not miss the lessons if they were needed to watch younger siblings while parents worked or help with the care of a grandparent or other relative. Segue would reconvene students in the late afternoon and early hours for those who missed the regular day’s lessons and were able to review pre-recorded lessons or get the content from staff who was facilitating the “study hall”.
- Assessment of scholars retained content – It was important for the staff to make sure scholars weren’t losing their grasp of content. After distance learning was complete, Segue conducted end-of-year benchmark testing. The results revealed that 80% of scholars maintained or improved their skills in math and 78% improved their skills in literacy. With a school goal of math and literacy student growth percentiles (SGP) at 50 (unchanged even through distance learning), the overall SGP in math was 48 and the overall SGP for literacy was 59.

Positive Practices –

Although Segue focused a lot of its energy on students and their well-being and academics, it also made sure that teachers and staff were well taken care of during the time of distance learning.

- Communication with RIDE – Segue found the RIDE liaison format to be very helpful. Ms. Marilyn Matzko was a great resource throughout spring distance learning. It was valuable to have a point person for any questions, as there was a great deal of information and resources distributed by the Department of Education. Ms. Matzko was a positive partner through the process. Segue looks forward to continued collaboration with RIDE staff.
- Ongoing CPT – Common Planning time was organized every day for teachers when they weren’t offering classes for scholars. Varying schedules were coordinated so that staff

could connect either as grade clusters or content clusters. Segue lead staff facilitated CPTs to offer support for the teachers and staff.

- **Wellness Opportunities for Staff.** Segue created times when the staff could come together to connect with other adults virtually so that they too would not feel like they were in this on their own. Below are some examples of how we kept staff cohesive and intact.
 - Segue Yoga/Wellness hours. Having several staff that practice the art of yoga on their own time outside of school was a great resource for them to facilitate with some of our staff, parents and even students. Several times each month staff would come together to participate in a Yoga or Zumba class for adults to get in their exercise and mental health check as well. These were well attended and certainly appreciated by staff who needed to do something for themselves.
 - Recognizing teachers and staff for their work. The school's leadership was mindful that our staff was going above and beyond as many of them had never done this learning model in the past. To that end the school often would send out "Thank You's" to staff by way of Insomnia Cookies, Grub Hub Cards and Amazon gift cards as a show of appreciation for their work and their dedication to continue their efforts.
- **Room for Creativity** – Within Segue's structured curricula, teachers were encouraged to be creative with units of instruction and methods of delivery. Teachers experimented with many tools throughout the spring, frequently sharing best practices during CPT/PLT.
- **Flexibility is Key** – Throughout spring distance learning, Segue celebrated and appreciated the flexibility of staff, students, and families. Specifically, based on feedback and observations, Segue provided opportunities for synchronous and asynchronous learning in order to best meet the need of all families. This also allowed teachers to create flexible schedules for individual student supports. As our skills grew in distance learning, teachers moved seamlessly from asynchronous to synchronous learning. Students and families adapted easily to this change.

What we think we can do better -

- **Support for Parents as Teachers** – Segue plans to develop more resources for families to support their child's learning, whether in-person or virtual. This will include more workshops on topics like: reading at home, math concepts in everyday life, homework support, and online tools. These workshops will be offered virtually or in-person.
- **Clear Universal Practices** – Segue will work to refine universal practices for distance learning between grade levels. These practices include: lesson format, assessment, homework, and engagement.

- **Connections with Community Partners** – Segue staff have always enjoyed partnering and collaborating with community partners. This will be an important focus within any reopening plan. This can include communities of practices, different extracurricular offerings for students, and workshops for families.
- **Ongoing Reflection** – Segue plans to increase solicitation of feedback from staff, students, and families to continue to improve its practices. It will be important to develop school-wide goals related to distance learning. This will allow for progress monitoring of student outcomes.

Vision & Guiding Principles for Re-opening

Core Values

Segue IFL will approach this new school year holding **equity** as a top priority. Students will continue to have access to an equitable, rigorous, and engaging education. We will make decisions through a lens of best interest for students, families, and staff. We are aware that equity and equality are not synonymous, and will invest time and resources into elevating and serving the needs of those most impacted by our current situation. Throughout this process, we will remain as **transparent** as possible, understanding that uncertainty is an added stressor on families and communities. We will be clear about what we know and what we are able to control, as well as being honest about what is outside of our influence. We are confident that we have developed a plan and protocols that prioritize the **safety** of those within our building. As time progresses and information is made available, the Segue Administrative team will continue to reevaluate and adjust these plans, leveraging data, scientific evidence, and public health leadership to continue focusing on the safety of our educational setting.

Hopes and Aspirations for the fall

Using what we learned in the Spring of 2020, the Segue IFL team is eager to return to full service of the Central Falls community this fall. While our ideal educational environment is not currently recommended or considered safe, we will work to create rigorous academic instruction that continues moving students toward or beyond proficiency. Whether in-person or from a distance, teachers will get creative to ensure that students are engaged, able to collaborate, and getting the most from the curriculum presented. We have prepared a plan for each circumstance that will deliver the academic instruction our scholars deserve.

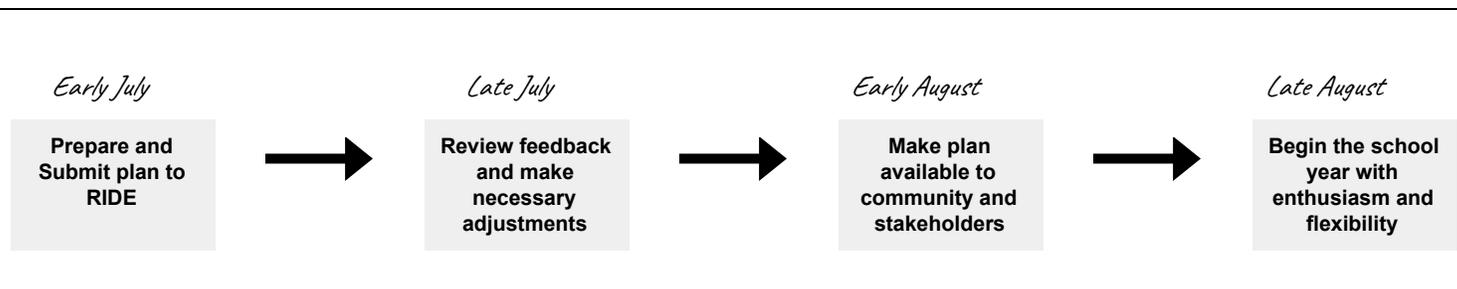
Process of building the plan

When guidance from the state was made available, the Segue IFL administrative team convened to review the requirements and delegate responsibility. After working in small committees on sections of the document, we reconvened to review details and make final decisions about policies and procedures. The work was compiled into a single comprehensive plan, and made ready to be shared with RIDE, Segue staff, and our stakeholders.

Reinforcement of Agility and Flexibility

Segue Institute for Learning makes all of its decisions based on what is best for the students, parents and staff of its school community. Throughout the Covid 19 pandemic the school leadership and board of directors supported the practice of ensuring that all members of its school community can present any scenario regarding their concerns, questions and home situations affected by this virus. The school has fostered a culture of trust and transparency that speaks to the safety of its community members' physical as well as their emotional well being. Segue practices a "whatever is needed" approach to ensuring that all students, parents and staff feel supported and heard. Time and space accommodations are considered when designing the facilitation of the school's educational program.

Timeline of Milestones & Communication



OVERVIEW OF REOPENING PLANS

These reopening plans reflect planning for three possible plans. The exact plan to be implemented will be dependent upon public health developments and updated guidance from the RI Department of Health and the CDC.



Full In-Person	Partial In-Person	Limited In-Person Learning
<ul style="list-style-type: none"> All elementary students attend in-person Monday-Friday, 7:45am-2:00pm Students attending school in-person will be placed in small, stable groups of no more than 22 students Distance Learning option offered for families 	<ul style="list-style-type: none"> All elementary students attend in-person Tuesday-Friday, 7:45am-2:00pm Students attending school in-person will be placed in small, stable groups of no more than 14 students Elementary students attend distance learning on Mondays 	<ul style="list-style-type: none"> Most elementary students attend distance learning Monday-Friday
<ul style="list-style-type: none"> All middle school students attend in-person Monday-Friday, 7:45am-2:00pm Students attending school in-person will be placed in small, stable groups of no more than 22 students Distance Learning option offered for families 	<ul style="list-style-type: none"> 50% of middle school students attend in-person Tuesday/Wednesday; 50% of middle school students attend in-person Thursday/Friday, 7:45am-2:00pm Students attending school in-person will be placed in small, stable groups of no more than 11 students All middle school students attend distance learning on Mondays 	<ul style="list-style-type: none"> Most middle school students attend distance learning Monday-Friday
	<ul style="list-style-type: none"> On distance learning days, in-person support for vulnerable groups (e.g. students with special needs, ELs, and students who struggled with spring distance learning) will be provided through special educators and specialists 	<ul style="list-style-type: none"> In-person support for vulnerable groups (e.g. students with special needs, ELs, and students who struggled with spring distance learning) will be provided through special educators and specialists



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. See DMGroup Operational Issues Research Brief – Section 1, Maximizing Classroom Capacity (pg. 3-5)
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. See DMGroup Operational Issues Research - Section 4, Ensuring Safety in Common Areas (pg 15-18).
X		g. Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.). See DMGroup Operational Issues Research Brief – Section 4, Ensuring Safety in Common Areas (pg. 15-16)
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. See DMGroup Operational Issues Research Brief – Section 1, Maximizing Classroom Capacity (pg. 3-5)
	N/A	j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.



		k. Implement other procedures, as needed.
Responding to a positive case or outbreak		
X		l. Develop a COVID-19 sick policy and communicate it to staff, students, and families. <i>See DMGroup Operational Issues Research Brief – Section 7, COVID-19 Screening (pg. 22-25)</i>
	X	m. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE. <i>See DMGroup Operational Issues Research Brief – Section 7, COVID-19 Screening (pg. 22-25)</i>
X		n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include: <ul style="list-style-type: none"> - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case - 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. - Closing a portion or entirety of the workspace for a thorough cleaning <i>See DMGroup Operational Issues Research Brief – Section 8, Positive COVID-19 Protocol (pg. 26-28)</i>
	X	o. Describe your plan for managing staff and students if or when a someone in the building tests positive for COVID-19. <i>See DMGroup Operational Issues Research Brief – Section 8, Positive COVID-19 Protocol (pg. 26-28)</i>
Minimizing access by COVID-19-positive or symptomatic individuals		
X		p. Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. <i>See DMGroup Operational Issues Research Brief – Section 8, Positive COVID-19 Protocol (pg. 26-28)</i>
	X	q. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district’s screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to CMT. <i>See DMGroup Operational Issues Research Brief – Section 7, COVID-19 Screening (pg. 22-25)</i>
		r. Implement other procedures, as needed
Communication with staff and students		
X		s. Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.



		See DMGroup Operational Issues Research Brief – Section 7, COVID-19 Screening (pg. 22-25)
X		t. Post signs or posters describing the district’s rules for wearing of masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.
	X	u. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will 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. See DMGroup Operational Issues Research Brief – Section 8, Positive COVID-19 Protocol (pg. 26-28)
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		
X		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.)
X		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. See DMGroup Operational Issues Research Brief – Section 6, Cleaning and Sanitizing (pg. 19-21)
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. See DMGroup Operational Issues Research Brief – Section 6, Cleaning and Sanitizing (pg. 19-21)
		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/ .



x		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
x		ii. Stay in touch with key community partners regarding education and childcare specific guidance

Health and Safety Plan

ASSURANCES:

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

x	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	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	Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
x	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	Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).
x	Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
x	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.
x	Develop a COVID-19 sick policy and communicate it to staff, students, and families.
x	Prepare the district to respond to a positive case or outbreak in a school building or central office.
x	Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.



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

EVIDENCE:

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

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

All students will have a designated space to line up upon arrival to school- these spacing directives will ensure proper distancing and effective organization of morning routine. Lines will consist of up to 14 students each, and will be distributed between multiple doors for entry to the school. Modified schedules have been created to allow extensive time for an arrival agenda that includes wellness check and symptom screener. Entrances/exits will be assigned by grade level.

While in the building, students will remain in stable groups within designated classrooms for the duration of the day; this includes all meals. Necessary staff will move between rooms for instruction



and other needs. Elementary classrooms will have up to 14 students each and middle school classrooms will have up to 11 students each.

Stable groups of students will each have a designated bathroom for daily use. These bathrooms will be sanitized after every bathroom transition. Any students needing to use the restroom outside of the designated bathroom transition will be escorted by a building porter. Students should not be leaving classrooms for any other purposes. The nurse will have a station on each floor to use as a space to respond to any medical needs.

See floor plans attached

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:
Nichole Pinto	nichole.pinto@segueifl.org

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

Segue will follow CDC guidelines and consult with the RI Department of Health in the case of any positive COVID-19 case within the school community and any possible exposure to COVID-19. If exposure is determined:

- In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).*
- Segue's school nurse will work with the RI Department of Health to identify which other staff and/or students will need to be quarantined. Segue's administration team will inform those who have had close contact with a person diagnosed with COVID-19, as determined in consultation with the RI Department of Health, to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.*
- Segue will move to distance learning for those staff and students who are directed to quarantine due to exposure.*

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 CMT.

Segue will screen all staff and students daily. This screening will include 1) temperature checks, 2) symptoms questionnaires completed by staff and students and/or guardians, and 3) ensuring everyone has a facemask or covering. Screening for staff will be done through self-assurance. Segue will require that families screen students for symptoms at home; a checklist will be provided. Segue will also verbally screen students when they arrive at school. Segue will encourage use of the Crush COVID app available to all Rhode Islanders.



Symptoms questionnaires will be conducted daily with all staff and students. If a student's age or development would not allow them to provide complete responses, a parent/guardian will be asked to complete the questionnaire on behalf of their child. Symptoms questionnaires will 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, and diarrhea. If a student reports any of these symptoms, the student will be isolated and further evaluated by the school nurse and/or school administrator. In coordination with the student's parent/guardian and possibly pediatrician, a determination will be made as to next steps.

Staff or students with a temperature of 100.4 degrees or higher will not be permitted to work or attend in-person programming. If their health permits, staff and students who do not pass this screening measure can work through distance learning. If their job does not permit, staff members will be paid sick leave during this time. When they are without fever for 24 hours, staff and students may be permitted to return to work or attend ESY programming. This assumes the staff member or student does not have any other COVID-related symptoms.

If a student or staff member does not have an appropriate facemask or covering, one will be provided.

Additional guidance from the CDC will be followed:

- *Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.*
- *Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.*
- *Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.*
- *Clean and Disinfect*
- *Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting*
- *Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.*

5. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.

Segue will follow the CDC's guidelines to be prepared if someone in the school community tests positive for COVID-19:

- *Advise staff and families of sick children that they should not attend ESY in-person programming if they are sick and ask that they disclose symptoms to school officials for monitoring.*
- *Notify Health Officials and close contacts*

- *In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA)*
- *Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.*

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
X		a. Develop a Return to Instruction Workgroup
	X	b. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work). <i>See DMGroup Instructional Practices Research Brief – Section 3, Addressing Missed Instruction (pg. 13-14)</i>
	X	c. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.). <i>See DMGroup Instructional Practices Research Brief – Section 3, Addressing Missed Instruction (pg. 13-14)</i>
X		d. Consider if and when students will still have access to non-core content (electives, etc.) <i>See DMGroup Instructional Practices Research Brief – Section 4, Schedule Scenarios & Configurations to Balance Social Distancing and Academic Achievement (pg. 15-19)</i>
	X	e. Identify the ways in which distance learning in the fall will be different from and/or similar to the spring. <i>See DMGroup Instructional Practices Research Brief – Section 1, Best Practices for Providing Remote Instruction (pg. 3-8)</i>
X		f. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements. <i>See DMGroup Instructional Practices Research Brief – Section 1, Best Practices for Providing Remote Instruction (pg. 3-8)</i>
	X	g. Demonstrate comparable levels of rigor between online and in-person instruction. <i>See DMGroup Instructional Practices Research Brief – Section 1, Best Practices for Providing Remote Instruction (pg. 3-8)</i>
X		h. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement. <i>See DMGroup Instructional Practices Research Brief – Section 1, Best Practices for Providing Remote Instruction (pg. 3-8)</i>
X		i. Develop a system to continually monitor learning progress and loss.
	X	j. Determine changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		



	X	<p>k. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). See DMGroup Instructional Practices Research Brief – Section 2, Providing Effective Academic Intervention to Students (pg. 9-12)</p>
X		<p>l. Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning. See DMGroup Instructional Practices Research Brief – Section 2, Providing Effective Academic Intervention to Students (pg. 9-12)</p>
	X	<p>m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning. See DMGroup Instructional Practices Research Brief – Section 2, Providing Effective Academic Intervention to Students (pg. 9-12)</p>
X		<p>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. See DMGroup Instructional Practices Research Brief – Section 2, Providing Effective Academic Intervention to Students (pg. 9-12)</p>
Special Education Services		
	X	<p>o. Develop a plan to revisit students Individualized Education Plans in partnership with teachers and parents to reflect evolving needs. See DMGroup Instructional Practices Research Brief – Section 5, Addressing Missed (Compensatory) Special Education Services (pg. 20-21)</p>
X		<p>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)</p>
X		<p>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? See DMGroup Instructional Practices Research Brief – Section 5, Addressing Missed (Compensatory) Special Education Services (pg. 20-21)</p>
Staff Supports		
	X	<p>r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</p>
X		<p>s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</p>
	X	<p>t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</p>



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). See DMGroup Social Emotional Learning Practices Research Brief – Section 5, Providing Social Emotional Supports for Staff (pg. 17-21)
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 families.
	X	z. Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable. See DMGroup Social Emotional Learning Practices Research Brief – Section 6, Providing Robust Teacher and Family Communication (pg. 22-23)
	X	aa. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents. See DMGroup Social Emotional Learning Practices Research Brief – Section 2, Building Strong Teacher-Student Relationships (pg. 6-10)

Instructional Plan

ASSURANCES:

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

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



X	Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.
X	Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.
X	Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)
X	Identify what services differently abled students lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?
X	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X	Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X	Map what technical assistance and support will be offered during all reopening scenarios.
X	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).
X	Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.

EVIDENCE:

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

1. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work).

All students will be screened at the beginning of the school year to identify academic areas of need and provide data to teachers to plan effective, appropriately rigorous, and engaging lessons. Segue will continue to use STAR assessments, Fountas & Pinnell Benchmark Assessment, Steps for Understanding Math (SUM) tasks, classroom formative and summative assessment data, and student work in order to assess student learning progress and loss. This data will continue to inform instruction and ensure students needs are understood and being met.



2. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.).

Segue is establishing systems for teachers to connect with their peers in other grades to learn what was and was not taught during the spring and where students will need the most support in the fall. In order to support this process, Segue is working with Achievement Network to develop an Academic Recovery Plan. This plan will begin with clear academic goals for the 2020-21 school year. When teachers return for the 2020-21 school year on July 27th, the team will continue the conversation on 'unfinished teaching' and 'unfinished learning'. This will guide decisions on curriculum and instruction for the start of the year. Segue will continue to utilize RIDE's COVID Priority Content documents in order to integrate priority content that was not taught or not mastered from previous grades. Segue will organize teams of teachers to identify the most important skills and topics for students to learn, especially those that are prerequisites to future learning. Interventions will be integrated into grade-level curricula and facilitated within stable groups. This process will be done across grade levels and subjects to ensure students are focused on the most important material in the school year ahead.

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

Considering the abrupt change in formats and the global pandemic crisis, remote learning was very successful in the spring. The majority of students maintained or improved their skills in math and literacy, based on end-of-year benchmark testing. Segue's teachers worked to create a balance of synchronous and asynchronous lessons. In order to continue improving remote learning, Segue's team will work to develop more structure in remote, synchronous lessons to include teacher-led instruction and a variety of activities that increase student engagement and allow for formative assessment.

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

Segue is working with Achievement Network to create an Academic Recovery Plan. This will involve goal-setting and curriculum/standards work. As a practice, Segue strives to ensure that all students are receiving rigorous instruction within the grade-level curriculum. Segue has adopted high-quality curricula in math and English language arts specifically to support the implementation of rigorous instruction and learning tasks that are aligned to the Common Core State Standards. This was a focus during spring distance learning as teachers modified the curriculum to fit a remote learning framework. Many new tools were adopted to support a remote learning format, such as iXL, online graphing tools, Google Chrome extensions, and other programs and applications. In a hybrid model, which would be a new model for Segue, with 50% of students learning in-person and 50% learning at home on any given day, we plan to livestream lessons in order to ensure rigor and efficiency.

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

Segue does not anticipate any changes to attendance or promotion policies for students in any grade. The school is confident that its policies are clear and flexible enough to maintain accountability while also being able to take into account individual situations as they arise.

The academic team will have a completed testing calendar in August 2020. Segue anticipates continuing with school-wide benchmark testing and progress monitoring as scheduled in each of the three possible plans. During spring distance learning, Segue successfully administered STAR testing to over 50% of the student population. This model will be replicated, if necessary, for all students in remote learning.

Segue's grading policy is grounded in a standards-based grading philosophy, which focuses on students' progress towards grade-level standards and re-teaching to achieve mastery. During spring distance learning, Segue piloted a pass/fail grading system for progress reports; however, staff, students, and families did not feel confident that this system captured or effectively communicated student learning. Final report cards for the 2019-20 school year, followed Segue's standards-based grading model. For this reason, Segue plans to continue its standards-based grading system under each of the three plans or any iteration.

6. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions).

All students will be screened at the beginning of the school year to identify academic areas of need and provide data to teachers to plan effective, appropriately rigorous, and engaging lessons. Segue's RTI/MTSS process is designed to identify students in need of additional academic, behavioral, or social/emotional supports. Through consistent data-based instruction and interventions, students are provided with the necessary supports to reach success. During a "normal" school-year, students would receive interventions in flexible ability groups. During any reopening plan, Segue will base intervention groups in stable pods, with options for virtual groups. Also during any plan, Segue will ensure that students in greatest need will be placed in intervention groups with specialists or staff with appropriate certification/expertise.

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

The district is working closely with families of students with disabilities to ensure IEP or 504 plans address students' needs while also reflecting the new reality of virtual learning. District special education staff will continue to partner with families over the summer and into the fall to ensure each students' needs are appropriately addressed. As part of its comprehensive Academic Recovery Plan, Segue will assess students' 2019-2020 learning in order to inform curriculum and instructional decisions. Students' assessment results will inform the IEP amendment process as necessary. Under the facilitation of the Director of Special Education and IEP case managers, various forms of data will be collected and analyzed during the decision-making process.

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

Segue began this process during spring distance learning. Lesson review, observations, and teacher feedback led to professional learning goals related to rigorous, remote synchronous and asynchronous lessons and activities. This work will continue in the late summer and fall. Segue plans to provide professional learning in these additional areas (based on previous feedback and current context): guidelines for safe reopening, anti-racist education, continued content/standards work, and co-teaching. Segue will continue to survey staff (teams and individuals) to develop differentiated professional learning opportunities.

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

Segue has done extensive work in developing systems of restorative and positive behavior supports systems for behavior management. Additionally, Segue has focused on trauma-informed classrooms and instruction in establishing universal routines and practices. During the 2019-20 school year, Segue implemented an explicit SEL curriculum. During the spring school closure, this was reduced to small groups; however, Segue will be including SEL groups for all students in each of the three proposed plans. Segue's professional learning plans will include additional training for staff related to trauma-sensitive practices specifically connected to the pandemic and supporting students with potential increased exposure to trauma.

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

Segue is currently collecting updated information and feedback from families. Survey information is currently being collected and will be available and analyzed in the coming weeks (see page 74). During spring distance learning, Segue received feedback from families regarding the remote learning schedules. Feedback was split on whether families preferred a set schedule or a more flexible schedule. With this feedback, Segue developed a schedule that balanced synchronous and asynchronous lessons to fit the needs of all families. Feedback from students centered mostly on a need for increased social interaction during remote learning. Responding to this feedback, Segue created opportunities for informal, remote activities: fitness, art activities, advisory groups, and Snack-and-Chat groups. Teachers reported feeling connected to their colleagues through daily team meetings and co-planning. Additionally, teachers reported the support they received from non-teaching staff (family outreach, individual student check-ins, etc) was invaluable.)

11. Develop a parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.

To help kick-off the school year and ease the transition for students back to school, we will:

- *Reach out to every family during the first week of school to welcome you and answer any questions*
- *In a remote or hybrid learning environment, we will have your child's teacher call or connect with your student to answer any questions and introduce during the start of the school year.*
- *Create a "virtual walk through" of our school buildings to share with students before the first day of school to ease any anxiety of going to a new building in the fall.*
- *Hold virtual or socially distant orientation sessions to welcome our middle and high school students back to school in their stable groups and share any important information for the first day of school.*

The district is prepared to stay in touch with you throughout the upcoming school year. To ensure that our communication with you does not drop off as the school year progresses, we will:

- *Continuously update social media accounts with important information*
- *Translate district messages into [list the languages] to ensure every family has access to the information*
- *Offer remote options for back-to-school nights and parent teacher conferences*
- *Update PowerSchool with your student's progress at least every two weeks.*

- *Provide guidance on how much work students should be completing outside of the classroom and the approximate amount of time it will take in a remote or hybrid learning environment*
- *Communicate how your student is progressing, how many classes they have attended, and how many assignments they have completed in a remote or hybrid learning environment*

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

We know the importance of developing strong relationships between students and staff. To help foster these relationships, teachers will:

- *Mail a postcard or send an email at the end of the summer to introduce themselves and share exciting upcoming events*
- *Conduct get to know you surveys to better understand your student's interests, strengths, and personality*
- *Reach out to students and families during the first few weeks of school for quick check-ins either in person or via video conference, email, text, or call*

Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
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Social-Emotional and Mental Health Support		
X		a. Establish a crisis response team focused on student and staff mental health and wellness.
	X	b. Designate a mental health liaison who will work with the district, RI Department of Health, and community partners.
X		c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing. <i>See DMGroup Social Emotional Learning Practices Research Brief – Section 1, Expanding Mental Health & Counseling Services with Current Staff (pg. 3-5)</i>
X		d. Screen or evaluate students for mental health needs. <i>See DMGroup Social Emotional Learning Practices Research Brief – Section 3, Managing The Expanded Need For Counseling Services (pg. 11-13)</i>
		e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X		f. Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs. <i>See DMGroup Social Emotional Learning Practices Research Brief – Section 5, Providing Social Emotional Supports for Staff (pg. 17-21)</i>
		g. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns. <i>See DMGroup Social Emotional Learning Practices Research Brief – Section 5, Providing Social Emotional Supports for Staff (pg. 17-21)</i>
	X	h. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources. <i>See DMGroup Social Emotional Learning Practices Research Brief – Section 5, Providing Social Emotional Supports for Staff (pg. 17-21)</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

X	Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X	Screen or evaluate students for mental health needs.



X Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.

EVIDENCE:

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

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

School social worker - Katie Tavares (katie.tavares@sequeifl.org)

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

Segue recognizes that students were not the only ones who felt isolated in the spring. District and school administrators should find time for staff to connect with one another. In a remote environment this may be creating a recurring 30-minute virtual meeting once per week for staff to connect with one another. In a hybrid or in-person learning environment, the district may designate specific times for “coffee hours” or hallway chats for staff to interact with one another while practicing social distancing. This virtual interaction was implemented during spring distance learning and was well attended and appreciated by our staff.

In the spring, staff members were learning how to do their job remotely, taking care of students, and looking after their families. Many staff members will be returning in the fall with mental health needs. Segue will use part of existing meeting structures to address these mental health needs. Segue will consider:

- *Creating a self-care circle (either in-person or virtually) where staff write down ways they have mentally, physically, and emotionally taken care of themselves in the past month. Then ask each participant to share ways they have taken care of themselves, and goals they would like to set for themselves in the future.*
- *Having an acknowledgement circle where each staff member shares something that they would like to be acknowledged and pre-assign a partner for each person. Once the staff member shares what they would like to be acknowledged for have their partner affirm their statement.*
- *Assigning small groups (either virtually or in-person) to respond to different prompting questions (i.e. what was your greatest success this week, what was one challenge you overcame this week, etc.) to facilitate a discussion amongst colleagues.*
- *Administer periodic staff social-emotional well-being surveys to gauge anxiety and stress-levels. This information will inform decisions on professional learning time and overall staff needs.*

We recognize and accept that there is a whirlwind of emotions around the return to school. The first step in supporting a staff member who is feeling uncomfortable about returning is to validate their feelings and gain a deeper understanding of the root cause of their feelings. By understanding the complete context, we will be better positioned to offer viable solutions which may include a temporary lay-off if both parties are in agreement. In the event there are staff who have a diagnosed medical condition that would classify them as at-risk, reasonable accommodations will be made to allow the staff member to work remotely if they can



perform a role that can easily be performed at home. If this person performs a role that requires direct interaction with students, then it may not be feasible to provide this accommodation. If there are staff members who express discomfort about returning to school, school administrators will meet directly with that staff member to develop a self-care plan to minimize anxiety about the return to school. We will also brainstorm possible solutions with these staff members to minimize their anxiety and we will teach staff resiliency strategies.

Operations		
Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials. <i>See DMGroup Operational Issues Research Brief – Section 3, Managing Long Lead Purchasing (pg. 10-14)</i>
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies. <i>See DMGroup Operational Issues Research Brief – Section 6, Cleaning and Sanitizing (pg. 19-21)</i>
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. <i>See DMGroup Operational Issues Research Brief – Section 4, Ensuring Safety in Common Areas (pg. 15-16)</i>
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.) <i>See DMGroup Managing Resources Research Brief - Section 1, ESSER (CARES Act) Funding Flexibility & Acceptable Use (pg. 3-4)</i>
	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. <i>See DMGroup Instructional Practices Research Brief – Section 4, Schedule Scenarios & Configurations to Balance Social Distancing and Academic Achievement (pg. 15-19)</i>



X		<p>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.) See DMGroup Operational Issues Research Brief – Section 5, Ensuring Safety During Mealtimes (pg. 17-18)</p>
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		<p>m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</p> <ul style="list-style-type: none"> - Cleaning schedule - Maximum capacity based on RIDOH guidelines <p>See DMGroup Operational Issues Research Brief – Section 2, Managing Student Transportation (pg. 6-9)</p>
		n. Update bus routes, as needed.
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.)
Technology		
X		p. Designate a lead technology point of contact
X		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.
X		s. Survey families to determine technology needs
X		<p>t. Develop process for inventory of technology</p> <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



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

Re-opening Operation Plan

ASSURANCES:

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

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



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

EVIDENCE:

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

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

Segue plans to reposition staff whose primary roles may be connected to outside community partnerships, which may be limited due to community infection rates. Segue will reassign staff to support small, stable groups. Additionally, Segue plans to hire 4 porters to support regular cleaning throughout the school day, as well as meal distribution to classrooms. Segue will also hire a CNA to support the school nurse with screening students.

Segue employs 4 Teaching Fellows (Classroom Aides). Teaching Fellows are assigned to grade levels or grade spans. During the 2020-21 school year, Teaching Fellows will serve as classroom subs, limited to their assigned grade levels or spans. This will help to limit spread of infection/exposure.

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.

Full Return to School					
240 students; Grades 3-8					
Elementary			Middle		
2020-2021 Elementary School Schedule					
Time	3rd Grade	Time	4th Grade	Time	5th Grade
7:45 - 8:20	ARRIVAL: Breakfast, Pledges, Morning Meeting, & Morning Announcements				
8:20-9:35	Math	8:20-9:10	Science/Social Studies	8:20-9:35	Literacy
9:35-9:55	RECESS	9:10-9:30	RECESS	9:35-10:25	Science/Social Studies
9:55-10:45	Science/Social Studies	9:30-10:45	Literacy	10:25-10:45	RECESS
LUNCH PREP - SANITIZING & WASHING HANDS					
LUNCH					
POST LUNCH - SANITIZING & WASHING HANDS					
11:30-12:30	MAGNET (Professional Learning Community / Individual Planning Time)				
12:30-1:45	Literacy	12:30-1:45	Math	12:30-1:45	Math
1:45-2:00	DISMISSAL PROCEDURES: Gather Materials, Clean Up Classrooms/Common Spaces, End of Day Announcements, etc.				
2:00	DISMISSAL (MAGNET, Support Staff, Admin)				
2:00-3:00	Grade Level: Professional Learning Community / Individual Planning Time				

7A*		7B			
7:25-7:50		Nest			
7:54-8:19		Breakfast			
8:23-9:15		MAGnT			
9:19-10:11	S	E	H	M	Literacy
10:15-11:07	H	M	S	E	Math
11:11-11:55	interventions		Study Hall		Study Hall
LUNCH					
12:43-1:28	interventions		Math		Literacy
1:32-2:24	E	S	M	H	Math
2:28-3:20	M	H	E	S	Nest

Hybrid Return to School

Based on research, Segue plans to accommodate 100% of it's elementary scholars using double the classroom space and with some additional teachers. Middle school scholars will follow a rotating schedule (2 days in the school building / 3 days synchronous distance learning); 50% of middle school students will be in the building each day.

Elementary						Middle											
2020-2021 Elementary School Schedule																	
Time	3rd Grade	Time	4th Grade	Time	5th Grade												
7:45 - 8:20	ARRIVAL: Breakfast, Pledges, Morning Meeting, & Morning Announcements																
8:20-9:35	Math	8:20-9:10	Science/Social Studies	8:20-9:35	Literacy												
9:35-9:55	RECESS	9:10-9:30	RECESS	9:35-10:25	Science/Social Studies												
9:55-10:45	Science/Social Studies	9:30-10:45	Literacy	10:25-10:45	RECESS												
LUNCH PREP - SANITIZING & WASHING HANDS																	
LUNCH																	
POST LUNCH - SANITIZING & WASHING HANDS																	
11:30-12:30	MAGNET (Professional Learning Community / Individual Planning Time)																
12:30-1:45	Literacy	12:30-1:45	Math	12:30-1:45	Math												
1:45-2:00	DISMISSAL PROCEDURES: Gather Materials, Clean Up Classrooms/Common Spaces, End of Day Announcements, etc.																
2:00	DISMISSAL (MAGNET, Support Staff, Admin)																
2:00-3:00	Grade Level: Professional Learning Community / Individual Planning Time																

	Monday		Tuesday				Wednesday			Thursday		Friday		
	A	B	A1	A2	B	A1	A2	B	A	B1	B2	A	B1	B2
7:30-8:15	Arrival, breakfast, & informal NEST check-in													
8:30-8:45	Distance Learning		NEST		NEST			NEST		NEST		NEST		
8:50-9:50			MAGnT	MAGnT	MAGnT	MAGnT			MAGnT	MAGnT	MAGnT	MAGnT		
9:55-10:55			H	M	E	M	E	S	M	S	H	H	E	S
11:00-11:35			LUNCH		LUNCH			LUNCH		LUNCH		LUNCH		
11:40-12:40			M	E	S	S	H	M	H	E	S	E	H	M
12:45-1:45			S	H	M	E	S	H	E	H	M	S	M	E
1:50-2:00	E	S	H	H	M	E	S	M	E	M	S	H		
Notes	For science & humanities, a teaching support staff will facilitate the learning on the "distance day", or the teacher will upload an assignment for students to do independently. *Mondays are Distance Learning for all students *Individually identified students will attend all for LIVE days- class capacities should not exceed 15 *MAGnT will be included in the virtual schedule for Mondays *Community groups (A & B) will each be divided into cohorts of 10 students (A1, A2, B1, B2)													



Full Distance Learning Model

2020-2021 Elementary School Schedule

Time	3rd Grade	Time	4th Grade	Time	5th Grade	5th Grade
7:30-8:30	Early Scholar Starters (Movement, Fitness, Art, SEL, Mindfulness w/ MAGNET/Support Staff)					
8:30-9:00	Official Start of School Day - MORNING MEETING					
9:00-11:00	Synchronous Learning: Math	9:00-11:00	Synchronous Learning: Literacy	9:00-11:00	Synchronous Learning: Math	Synchronous Learning: Literacy
11:00-12:00	LUNCH					
12:00-2:00	Synchronous Learning: Literacy	12:00-2:00	Synchronous Learning: Math	12:00-2:00	Synchronous Learning: Literacy	Synchronous Learning: Math
2:00-3:00	Asynchronous Learning: Independent Assignments - Science/Social Studies	2:00-3:00	Asynchronous Learning: Independent Assignments - Science/Social Studies	2:00-3:00	Asynchronous Learning: Independent Assignments - Science/Social Studies	Asynchronous Learning: Independent Assignments - Science/Social Studies

Grades 6-8	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:15	Flex Time/ OH				
8:30-8:45	NEST	NEST	NEST	NEST	NEST
9:00-10:15	Literacy	Humanities	Math	Science	Literacy
10:30-11:00	Science	Math	Humanities	Literacy	Science
11:00-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-1:15	Math	Science	Literacy	Humanities	Math
1:30-2:15	Humanities	Literacy	Science	Math	Humanities
2:15-3:00	MAGnT	MAGnT	MAGnT	MAGnT	MAGnT

Notes: Teachers should use extended blocks for a mix of synchronous and asynchronous learning. Shorter learning blocks could be used for small group instruction while some students work asynchronously. Blocks at the start and end of the day can be used with flexibility to provide individual instruction, whole group MAGnT classes, or Accountability Partner check ins

Considerations for Special Populations

Within the model where all students return to school, Segue is prepared to accommodate needs of special populations of students who would benefit from direct service instruction. With the exception of a 'stay at home' order being issued by the state government, teachers and staff would still be available to work from the school building and welcome small pockets of students who were not able to meet proficiency while working from home in the spring. The decisions about these students would be made through conversation and considerations between staff and families, with respect to the current state guidelines. Segue will consider students' individual needs when creating a plan for in-person accommodations. An individual student's in-person schedule could include instructional time with special educator as indicated in an IEP plan, small group language development support from an ESL-certified teacher, math and/or literacy interventions provided by instructional specialists, tutoring, or counseling.

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.

N/A Segue does not provide transportation

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)

Based on feedback received, Segue believes that only a small number of families or staff may be hesitant to return to school. Many questions center around the specific plan, which Segue will share at the end of the month. Segue is confident that when the district's plan is shared, many worries will be alleviated.

At this time, Segue is not aware of any teachers who would be considered high-risk.

2020-2021 SCHOOL CALENDAR

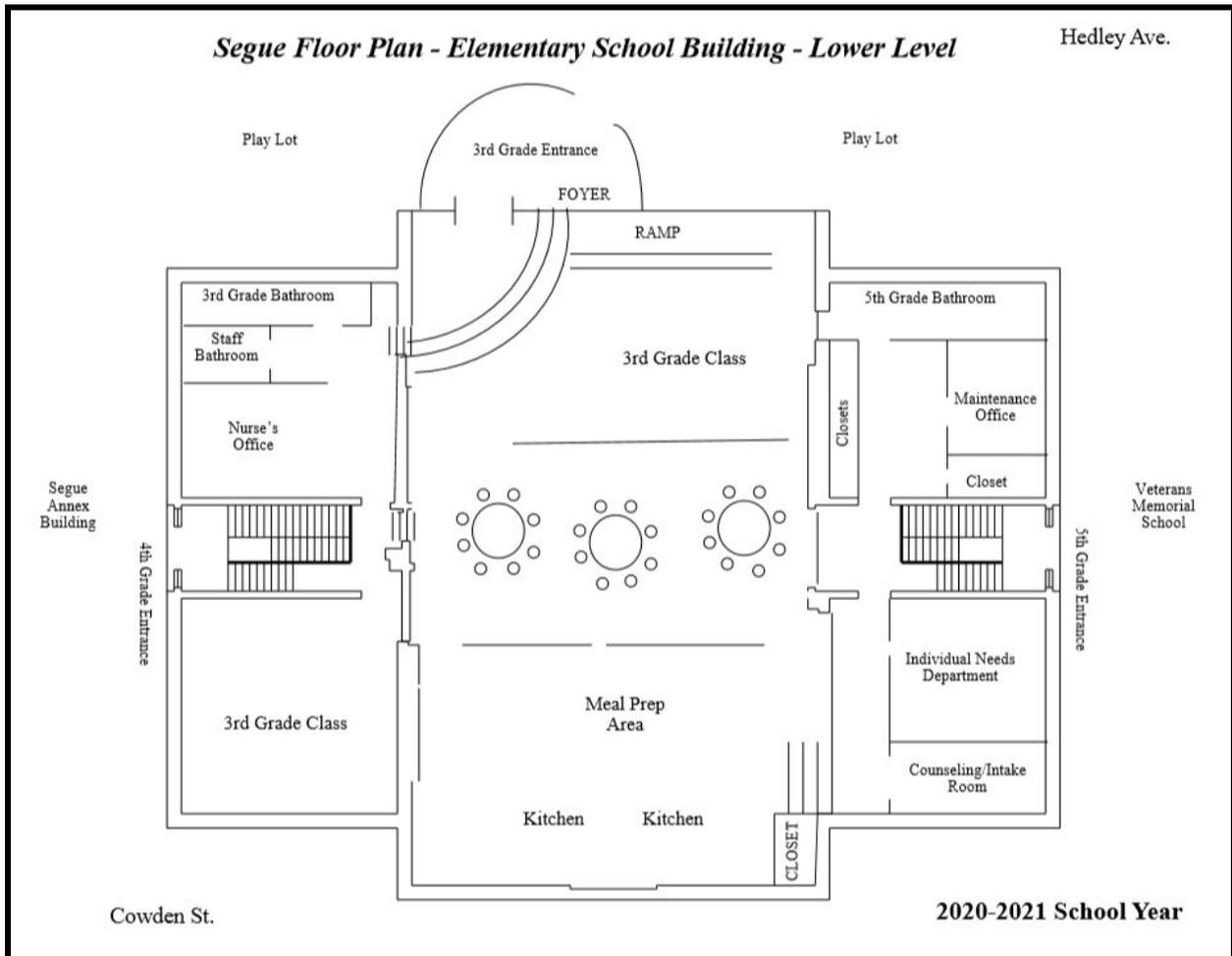
▲ SEGUE INSTITUTE FOR LEARNING | 2020 - 2021 CALENDAR

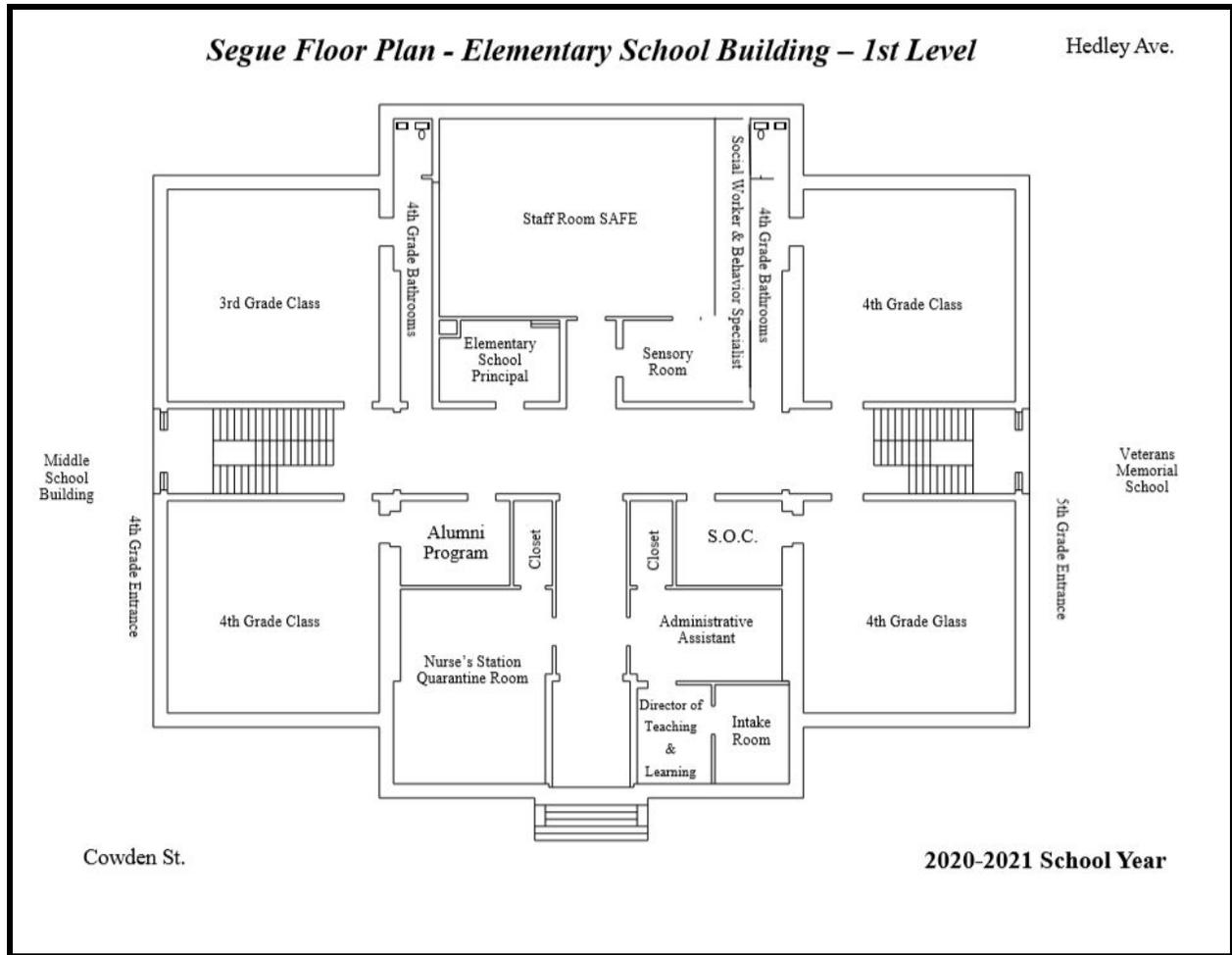
<p>June 12th - July 13th Segue Closed 4 Independence Day 13-24 Summer Programs Intentional Home Visits 27-31 All Staff return to work. PD</p> <p>This calendar is subject to change without notice. Please contact Segue at [401] 721-0964 with any questions.</p>	<p>JULY 2020</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>JANUARY 2021</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>1 Holiday Break 18 MLK Day 25 PD day (Virtual Learning) 26-28 Virtual Family Conferences</p>
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<p>3-14 Staff PD (Virtual/in school) 10- RI Heritage Day 17 Virtual Orientation (3rd & 4th) 17 Segue Board Meeting 24 - 1st day of classes (3rd- 8th)</p>	<p>AUGUST 2020</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>FEBRUARY 2021</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28							<p>15-19 February Break 22 - Segue Board Meeting</p>
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<p>7- Labor Day 8- Primary Day 21- PD day (Virtual Learning)</p>	<p>SEPTEMBER 2020</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p>MARCH 2021</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>15 PD day (Virtual Learning)</p>							
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<p>1 Mr. Garcia's Birthday! 12 Indigenous People's Day 19 PD Day (Virtual Learning) 19 Segue Board Meeting 20-22 Virtual Family Conf.</p>	<p>OCTOBER 2020</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>APRIL 2021</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p>2 Good Friday 12 PD Day (Virtual Learning) 13-15 Virtual Family Conferences 19-23 April Break 22 - Segue Board Meeting</p>							
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<p>14- PD Day (Virtual Learning) 21 Segue Board Meeting 23 Early Dismissal 24-1 Holiday Break</p>	<p>DECEMBER 2020</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>JUNE 2021</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p>8-11 Falcon Finish Line! 11 Last Day of School 12 8th Grade Graduation 14 - Segue Board Meeting 14-18 Staff PD</p>							
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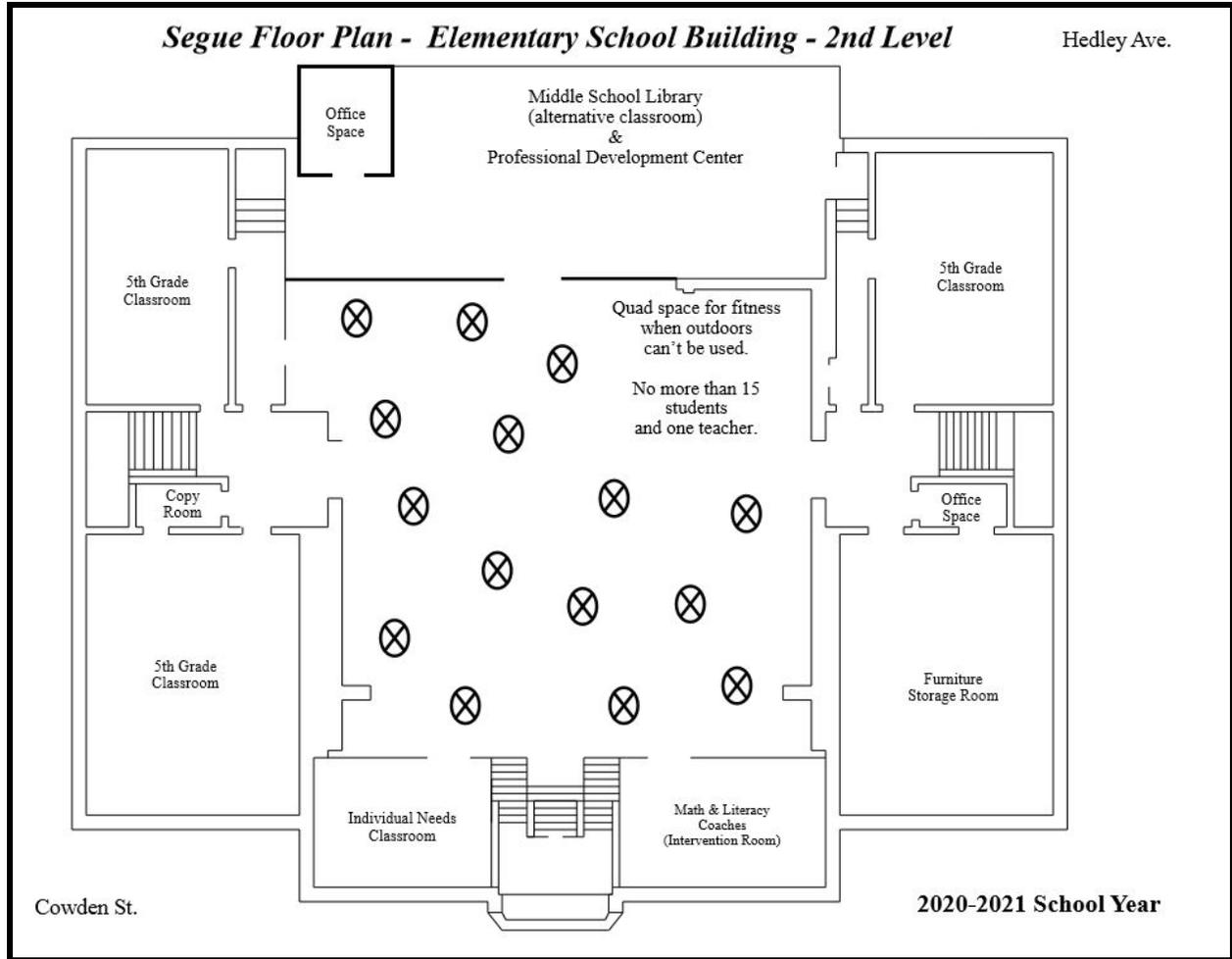
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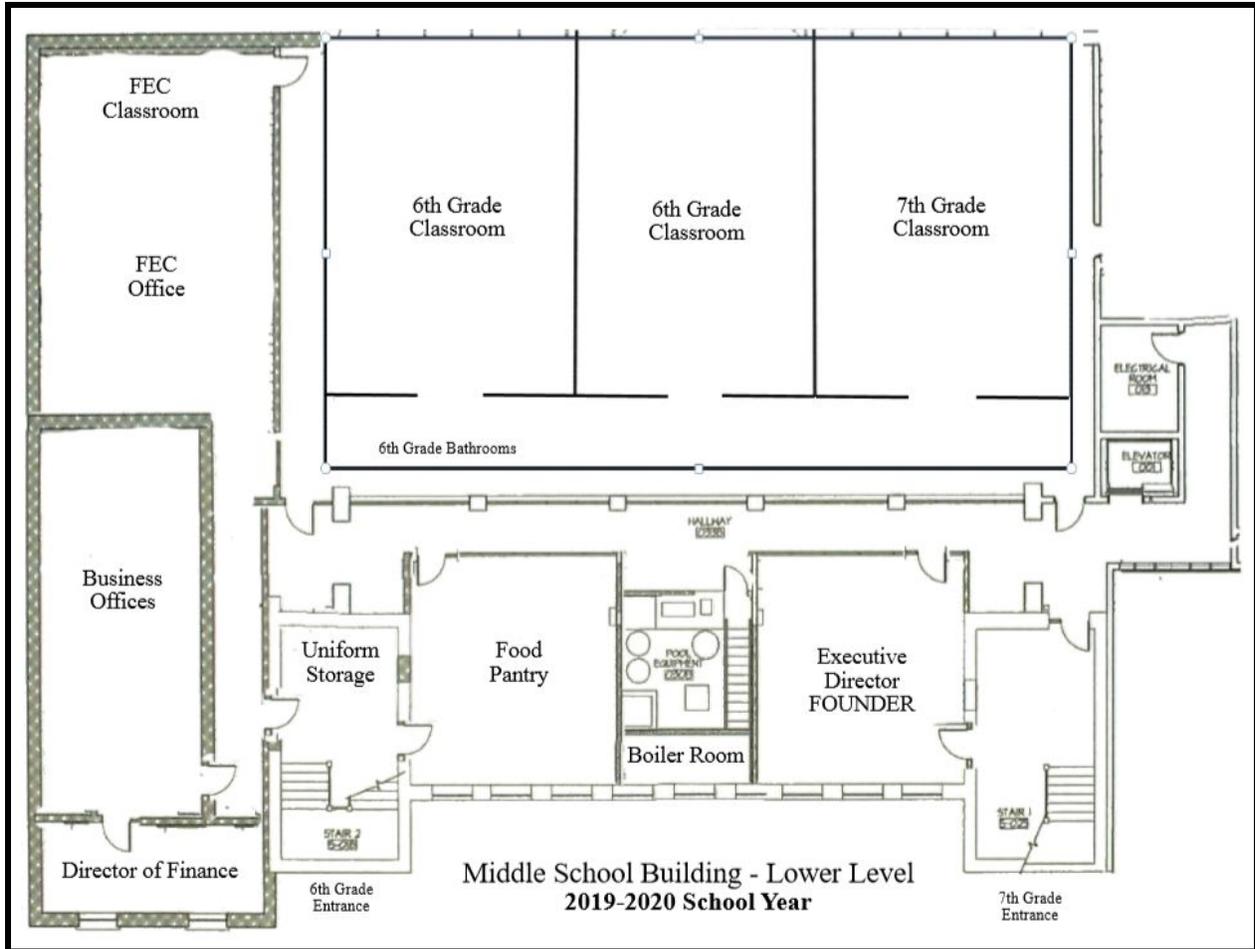


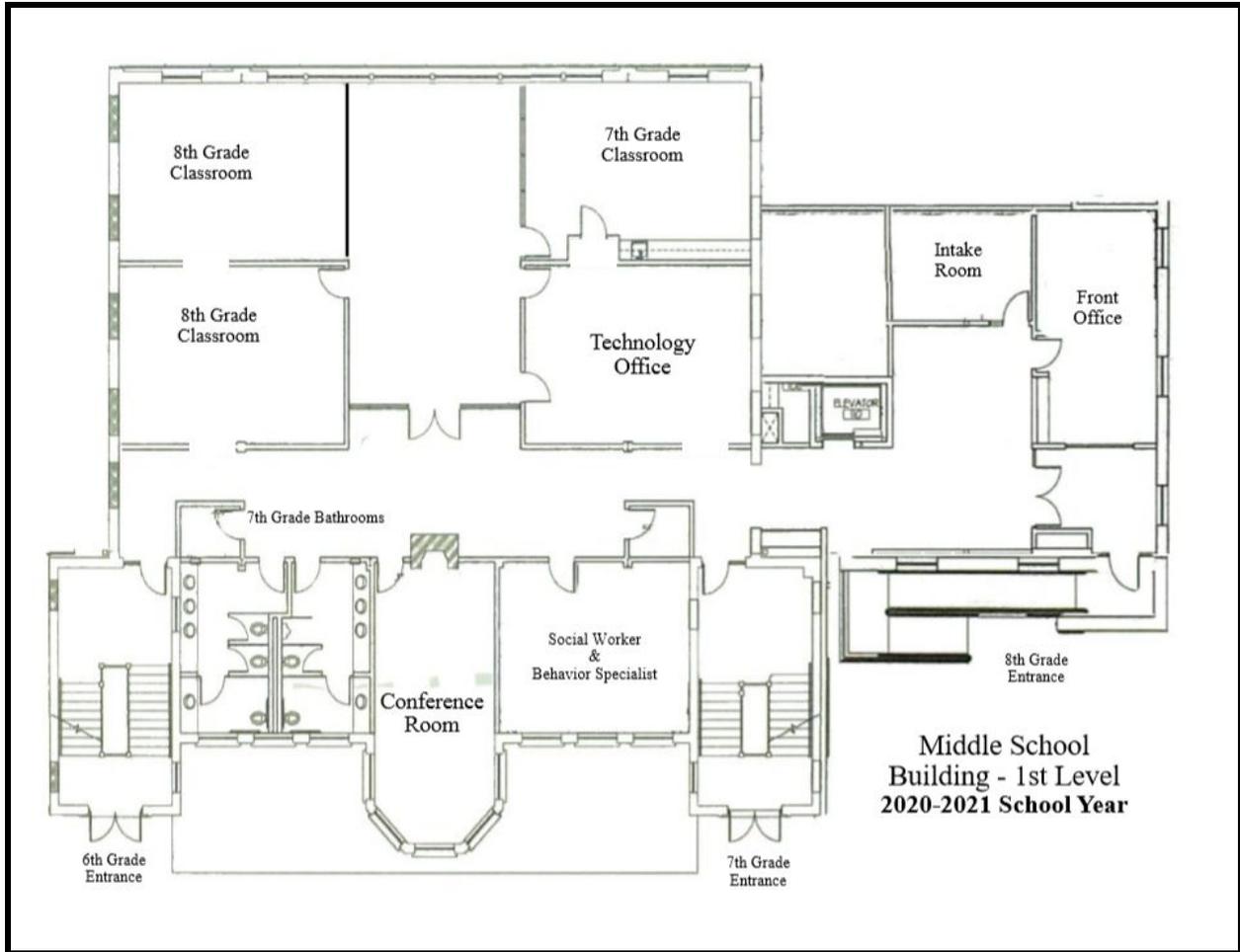
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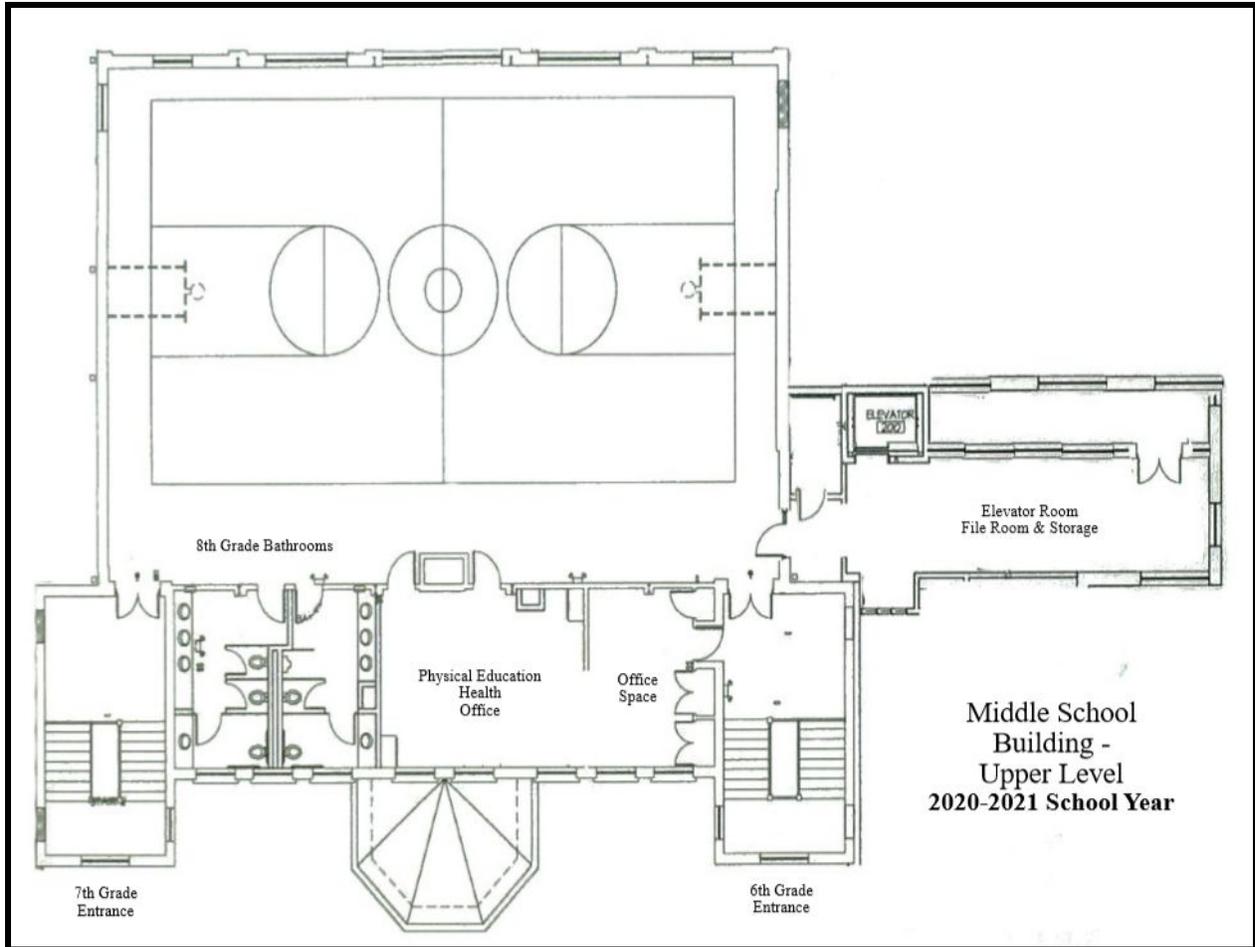




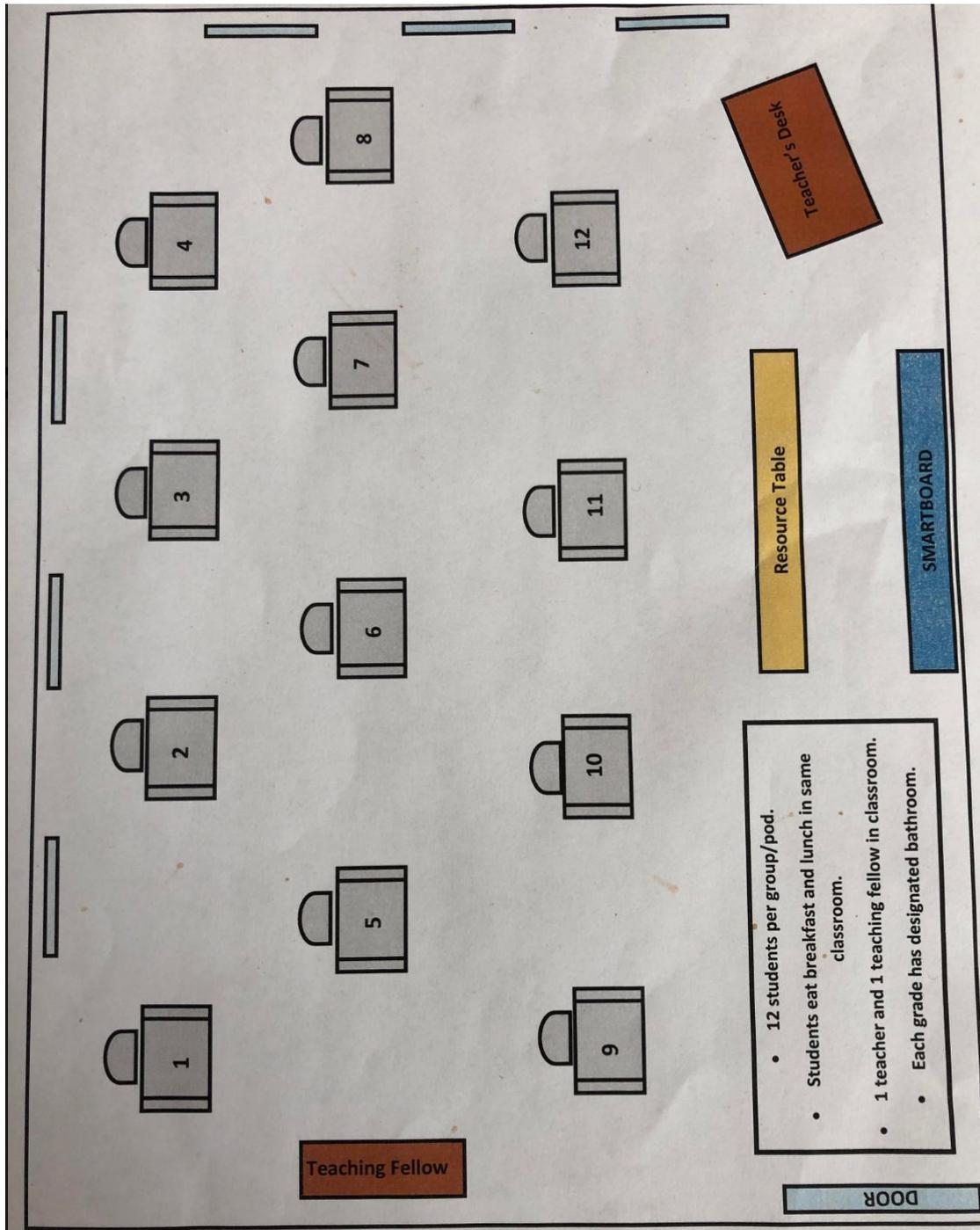








SAMPLE CLASSROOM LAYOUT



DISTANCE LEARNING GUIDELINES (English & Spanish)



Segue Institute for Learning



Distance Learning: LIVE Video Guidelines

As a school, we understand that Distance Learning is a new learning platform for everyone. This does not excuse us from living true to our Segue Pledge and REACH model during this time. Our hope is to ensure that an ideal learning environment is fostered for both students and educators by providing necessary guidelines. We are ready to respond and support with student matters as they arise. Please reach out to school administration if you have any concerns, questions, or comments via email SegueAdminTeam@segueifl.org or at (401) 721-0964 (Monday-Friday 8:00am-12:00pm).

	<p>All participants will ensure every live video session will have little to no distracting noises and activity in the background.</p>		<p>All participants will ensure that the learning environment is always safe, supportive, healthy, positive, and engaging for ALL.</p>
	<p>Students will check their email on a daily basis and frequently throughout the day to stay well-informed and up-to-date on school matters.</p>		<p>Educators will record all 1:1 meetings with students. Educators may also record meetings/lessons they deem necessary.</p>
	<p>Students will find the best learning space so they meaningfully engage in their lessons and are able to produce their best work.</p>		<p>Educators will be prepared, professional and enthusiastic in lessons and meetings with students and families.</p>
	<p>Students will maintain their VIDEO ON throughout every live session unless stepping away from computer with teacher permission.</p>		<p>Educators will inform students and families about upcoming live lessons, daily agendas, assignments, etc.</p>
	<p>Students will MUTE their audio when not participating in conversation to minimize noise distractions and then UNMUTE when participating in lesson.</p>		<p>Educators will set expectations for participation, work completion, assignment, etc.</p>
	<p>Students will be respectful in the way they dress, speak, and behave throughout the entirety of every live video meeting.</p>		<p>Educators will uphold school expectations and communicate successes and challenges to necessary staff, school administrators, and families.</p>





Instituto para el Aprendizaje Segue



Educación a Distancia: Directrices para video en vivo

Como escuela, entendemos que la educación a distancia es para todos una nueva plataforma de aprendizaje. Esto no debe servir de excusa para no continuar manteniéndonos fieles a nuestra promesa de Segue y a nuestro modelo REACH durante este tiempo. Nuestra esperanza es garantizar que se fomente un ambiente de aprendizaje ideal tanto para los estudiantes como para los educadores al proporcionar las directrices necesarias. Estamos listos para responder y apoyar cualquier asunto de los estudiantes a medida que estos surjan. Comuníquese con la administración de la escuela si tiene alguna inquietud, pregunta o comentario por correo

	<p>Todos los participantes se asegurarán de que cada sesión de video en vivo tenga poco o ningún ruido de distracción y actividad en el trasfondo.</p>		<p>Todos los participantes se asegurarán de que el ambiente de aprendizaje sea siempre seguro, solidario, saludable, positivo y atractivo para TODOS.</p>
	<p>Los estudiantes revisarán su correo electrónico diariamente y con frecuencia durante todo el día para mantenerse bien informados y actualizados sobre asuntos escolares.</p>		<p>Los educadores grabarán todas las reuniones 1:1 con los estudiantes. Los educadores también pueden grabar reuniones/lecciones que consideren necesarias.</p>
	<p>Los estudiantes encontrarán el mejor espacio de aprendizaje para que participen de manera significativa en sus clases y sean capaces de producir su mejor trabajo.</p>		<p>Los educadores estarán preparados, profesionales y entusiasmados en las lecciones y sus reuniones con estudiantes y familias.</p>
	<p>Los estudiantes mantendrán su VIDEO ENCENDIDO durante cada sesión en vivo a menos que se alejen de la computadora con el permiso del maestro.</p>		<p>Los educadores informarán a los estudiantes y las familias sobre las próximas lecciones en vivo, agendas diarias, tareas, etc.</p>
	<p>Los estudiantes silenciarán su audio cuando no participen en una conversación para minimizar las distracciones de ruido y luego NO SILENCIAR cuando participen en la lección.</p>		<p>Los educadores establecerán expectativas de participación, finalización del trabajo, asignaciones, etc.</p>
	<p>Los estudiantes serán respetuosos en su forma de vestir, al hablar y se comportarán durante toda la reunión de video en vivo.</p>		<p>Los educadores mantendrán las expectativas de la escuela y comunicarán los éxitos y desafíos al personal necesario, los administradores escolares y las familias.</p>



THE SEGUE INSTITUTE FOR LEARNING Summary of laptop usage policy

Student Responsibilities -

Your laptop is an important learning tool and is for educational purposes only. In order to take your Laptop home every day, you should be willing to accept the following responsibilities:

- I know this computer is borrowed from me. Segue IFL's policies, procedures, applicable laws and Network and Internet policy must be followed.
- I understand that any violation could result in loss of the computer for my use.
- I will treat the laptop carefully and will be responsible for using the laptop.
- I will not lend the laptop to others, it will remain in my possession at all times.
- I will not upload or remove any software from the laptop and comply with all copyright laws.
- I will not remove or alter the laptop label or THE IDENTIFICATION inventory number.
- I will not give personal information when using the Internet.
- I'm not going to try to do any repairs to the laptop.
- I understand that misuse or improper use as determined by school staff may result in any and/or all of the following:
 - Student conference
 - Parent conference
 - Cancellation of access privileges and/or loss of computer privileges
 - School disciplinary actions, including civil or criminal liability under applicable laws

Parent Responsibilities -

Your child has been issued with a laptop to improve and personalize his education this year. That it is essential that the following guidelines are followed to ensure safe, efficient and ethical operation from your child's computer.

- I will discuss school policies and expectations regarding the use of the Internet and monitor my child's laptop usage at home.
- I'm not going to try to do any repairs to the laptop.
- I'll inform the school of any problems with the laptop.
- I will not upload or remove any software from the laptop and comply with all copyright laws.
- I know that if my son comes to school without his computer, I can be called to take him to School.

EL INSTITUTO SEGUE PARA EL APRENDIZAJE Resumen de la política de uso del ordenador portátil

Responsabilidades Estudiantiles -

Su portátil es una herramienta de aprendizaje importante y es sólo para fines educativos. Con el fin de tomar su computadora portátil todos los días, usted debe estar dispuesto a aceptar las siguientes responsabilidades:

- Sé que esta computadora está prestada para mí. Las políticas, procedimientos, leyes aplicables y la Se debe seguir la política de red e Internet.
- Entiendo que cualquier violación podría resultar en pérdida de la computadora para mi uso.
- Trataré el portátil con cuidado y será responsable en el uso de la computadora portátil.
- No prestaré el portátil a otros, permanecerá en mi posesión en todo momento.
- No cargaré ni eliminaré ningún software de la computadora portátil y cumpliré con todas las leyes de derechos de autor.
- No eliminaré ni alteraré la etiqueta del portátil ni el número de inventario de IDENTIFICACIÓN.
- No daré información personal cuando utilice Internet.
- No voy a intentar hacer ninguna reparación a la computadora portátil.
- Entiendo que el uso indebido o inapropiado según lo determinado por el personal de la escuela puede resultar en cualquiera y / o todos los siguientes:
 - Conferencia estudiantil
 - Conferencia de padres
 - Cancelación de privilegios de acceso y/o pérdida de privilegios informáticos
 - Acciones disciplinarias escolares, incluida la responsabilidad civil o penal en virtud de las leyes aplicables

Responsabilidades de los Padres -

A su hijo se le ha emitido una computadora portátil para mejorar y personalizar su educación este año. Eso es esencial que se sigan las siguientes pautas para garantizar el funcionamiento seguro, eficiente y ético de la computadora de su hijo.

- Discutiré las políticas y expectativas escolares con respecto al uso de Internet y supervisar el uso de la computadora portátil de mi hijo en casa.
- No voy a intentar hacer ninguna reparación a la computadora portátil.
- Informaré a la escuela de cualquier problema con la computadora portátil.
- No cargaré ni eliminaré ningún software de la computadora portátil y cumpliré con todas las leyes de derechos de autor.
- Sé que si mi hijo viene a la escuela sin su computadora, puedo ser llamado a llevarlo a Escuela.

Addendum to Student and Family Handbook In Response to Covid-19

Updated 7/2020

Attendance, Promotion, and Covid-19 Sick Policy: Attendance is vital for the well-being and academic success of individual scholars and the school community. Parents/guardians are expected to ensure that their scholar regularly attends school.

A scholar's Daily School and Class attendance will be recorded, in the following categories:

- Present, In Person
- Present, Distance Learning
- Tardy
- Dismissed Early
- Absent COVID
- Absent

If your scholar must be absent for a sickness or emergency, please notify the school with as much advance notice as possible, and no later than the start of school on the day of the absence. The school will work with the parent/guardian and scholar to determine the appropriate procedures for receiving and completing missed assignments.

If your scholar is ordered to quarantine by the school and/or state due to a positive COVID-19 test or exposure to COVID-19, they will have the opportunity to participate in Distance Learning. The school will work with the parent/guardian and scholar to determine the appropriate procedures for participating in Distance Learning.

In order for the absence to be verified, families must provide documentation following the absence explaining the nature of the sickness or emergency (e.g. doctor's note or a detailed note including the date(s) and reason(s) of the absence).

As critical as attendance is, scholar health and wellness is critically important as well. Very ill children should not be in school and need to be seeing a doctor or at home recovering. Please consult the school nurse if you are unsure whether your child should not attend school due to their illness, but the following are guidelines:

- Scholars with a fever greater than 100°F should remain home until fever-free without fever-reducing medication for 24 hours
- Scholars with vomiting or diarrhea should remain home until free of symptoms for 24 hours
- Unusual rashes should be evaluated by medical professionals with documentation provided prior to return to school
- Follow the recommendation (and provide documentation) of your pediatrician if your scholar is taking antibiotics, has extreme pain, or is experiencing flu-like symptoms.

- Scholars showing any COVID symptoms are to be tested and show a negative test result in order to return to school. Scholars should participate in Distance Learning and self-quarantine while awaiting results.
- Scholars who live in the same household or are in close contact with someone who has tested COVID positive are to be tested and show a negative test result in order to return to school. Scholars should participate in Distance Learning and self-quarantine while awaiting results.

Social Distancing: Social distancing is critical to minimize the spread of COVID-19. Scholars who consistently violate social distancing expectations may be assigned to participate in Distance Learning at the discretion of the school leadership.

Visitors: To reduce the risk of exposure, limiting visitors in our school will be encouraged. Segue will encourage only one parent/guardian to visit a building when possible and continue to utilize virtual communication options with families.

- Full In-person re-opening scenario: Visitors may enter the school building, at the discretion of administration.
 - A 30-day log of all visitors is required, and will document the date, contact phone number, and arrival/departure times.
 - All visitors must wear face coverings.
- Partial and Limited In-person Reopening Scenarios: Visitors are not allowed, to the greatest extent possible.
 - Visitors necessary for drop off or pick up must wear face coverings.
 - Visitors must only enter and exit the school building via the main office.
 - A 30-day log of all visitors is required, and will document the date, contact phone number, and arrival/departure times.
 - It is recommended that the same adult drop off and pick up the child each day.

Face Coverings: For all in-person reopening scenarios, it is recommended that face coverings be used by students and staff, when possible, even in stable group settings. Cloth face coverings can be helpful in preventing virus transmission.

Employees are required to wear face coverings except when with a consistent stable group.

- Face coverings are recommended in settings where people can easily and continuously maintain at least six feet of distance from other people.
- Employees are required to wear face coverings except when with a consistent stable group.
- Visitors are required to wear face coverings when inside a school building or interacting with students outdoors.
- Cloth face coverings should not be placed on children younger than age two; anyone who has trouble breathing; or anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

- o Protective face coverings are not required for certain individuals, per CDC guidance, or for anyone for whom use of such face covering would be damaging to his or her health; who is developmentally unable to use such face covering, including young children who may not be able to effectively wear a face mask; when a face covering would inhibit an activity of daily living (e.g. eating); or when a face covering would itself negatively impact the safety of an individual or lead to an increased risk of harm to others (e.g. near open flames).
- o Segue's school day schedule will allow for mask-free times for students. These times will include outdoor recess, fitness periods, and silent reading and independent work time.

Face masks are only effective for protection if they are handled, worn, stored and disposed of properly. In addition to using face coverings, scholars should heed the advice of experts who urge everyone to maintain a social distance of 6 feet even when wearing a face mask.

- **Practice proper hand hygiene.** Before and after handling the mask (to put on, adjust, or take off), either wash your hands or use hand sanitizer to reduce cross-contamination risk. The outside of the mask is considered dirty.
- **Mark the outside of the mask** in some way so you can easily identify which side is the outside of the mask, and handle it accordingly. It is recommended to mark the outside of a mask with permanent ink showing your initials or some other identifying mark.
- **Keep a paper bag handy for storing the mask** every time you take it off; an open plastic Ziploc-style baggie is an alternative if a paper bag is not available. Always store a mask in a clean place. Never store it in a purse or pocket.
- **Don't touch the outside of your mask while it is on your face.**
- **Don't pull your mask below your chin while you are wearing it.** Leaving the mask dangling or improperly fitted to your face creates opportunities for cross-contamination.
- **Do wash your mask at home after each use.** The CDC provides the following guidelines for hand or machine washing
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html>

Addendum to Segue Institute for Learning Employee Handbook in Response to COVID-19

Updated 7/2020 and pending SIFL Board Approval

Segue Institute for Learning remains committed to prioritizing the physical, mental and social-emotional wellbeing of scholars, teachers, and staff, while still offering all scholars access to high quality instruction that continues to prepare them for college and the world beyond.

As we navigate challenges and uncertainties posed by COVID-19, with guidance from the Rhode Island Department of Education (RIDE) and the Rhode Island Department of Health (RIDOH), SIFL teachers and staff may be required to provide instruction and/or work remotely or in-person at different points throughout the year with little notice. SIFL expects employees to be ready to pivot accordingly once these determinations are made. As such, employees should:

- be ready to implement remote/distance learning measures (i.e. SIFL-issued computer, cell phone, and chargers should be taken home daily);
- obtain and maintain high-speed internet and equipment necessary to facilitate and implement remote/distance learning and working;
- be familiar with in-person operational protocols and required safety precautions
- understand that other unforeseen expectations may be required as circumstances develop and as determined by SIFL leadership teams with guidance from RIDE.

Face Covering Requirement: SIFL will provide all employees with a minimum of 2 face masks. A face cover is meant to protect other people in case you are infected. When in-person, all SIFL employees will be required to abide by face covering requirements during specified times during the day as outlined by the RIDOH and the Segue Institute for Learning COVID-19 Response Team. However, where an employee with a disability needs a related reasonable accommodation under the Americans with Disability Act (ADA), notify your direct supervisor, and SIFL will provide these, absent undue hardship.

General Hygiene Expectations: All employees will be required to abide by general hygiene expectations as outlined by the Centers for Disease Control and Prevention (CDC) and RIDOH. General Hygiene Expectations include, but are not limited to:

- [washing hands often](#) with soap and water for at least 20-seconds after using the toilet, before eating, and if you cough/sneeze into your hands. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer);

- coughing/sneezing into your sleeve, preferably into your elbow. If you use a tissue, discard it properly and clean/sanitize your hands immediately;
- opening windows regularly to ensure open ventilation;
- avoiding touching your face, particularly eyes, nose, and mouth with your hands
- staying home and taking extra precautionary measures if you find yourself coughing/sneezing on a regular basis.

Employee exhibits COVID-19 symptoms: Employees exhibiting symptoms of COVID-19 will either be sent home or to the designated quarantine room or space (separate from the nurses' office) if unable to commute home immediately. The school/district leader, who is responsible for responding to any presumed positive cases of COVID-19, will be notified and initiate SIFL's notification plan.

Employee tests positive for COVID-19: Employees who have tested positive for COVID-19 should not report to work. The employee should notify their direct supervisor as soon as possible. If the employee is unable to directly contact a supervisor because they are incapacitated, the employee should request a family member or friend contact the supervisor as soon as possible. The supervisor will then contact the Director of Operations, who may request medical information from the employee as necessary and provide the employee with appropriate documents, such as those related to the Family and Medical Leave Act (FMLA), Family First Coronavirus Response Act (FFCRA) or other necessary forms. The Director of Operations will contact the Executive Director who will then contact the RIDOH. Employees who have tested positive for COVID-19 will not be allowed to return to the workplace without a note from a licensed physician confirming recovery.

Close contact with a person with confirmed COVID-19: Employees who have recently had close contact with a person with confirmed COVID-19, should stay home and contact their primary care physician, who will determine whether testing or treatment is needed. Additionally, the employee should contact their manager as soon as possible if close contact occurred outside the workplace. Their manager will then contact the Director of Human Capital who will work with the Chief Executive Officer and the RIDOH to determine appropriate action.

[Close contact](#) is defined as the following:

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (touched, hugged, or kissed them)

- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

Notification: If an employee or scholar who has entered a SIFL building is presenting with COVID-19 symptoms or tests positive for COVID-19, the following actions will be taken:

- Employees who work in the building will be notified immediately via email. Employees will be told what classroom/pod was potentially exposed. However, the employee or scholar's identity will be kept confidential per the ADA and FERPA.
- SIFL's administration and school nurse will seek guidance from the RIDOH to determine the course of action for the SIFL school.
 - This may include closure while proper cleaning, sanitation, disinfecting, and contact tracing is completed.
 - Those employees (and/or scholars) whom that employee or scholar had close contact with may be expected to quarantine per guidelines and protocols outlined by RIDOH.
- The employee or scholar will only be allowed to return with a note from a licensed physician confirming recovery.
- If there is an outbreak within the school community, long-term closure will be determined in consultation with the RIDOH and communicated to the SIFL community as soon as possible via email, Talking Points, and social media platforms.

The Families First Coronavirus Response Act (FFCRA or Act)

[The Families First Coronavirus Response Act \(FFCRA or Act\)](#) provides employees with access to additional **paid sick leave** and/or **expanded family and medical leave** for specified reasons related to COVID-19 through the creation of two (2) laws: Emergency Paid Sick Leave Act (EPSLA) and Emergency Family and Medical Leave Expansion Act (EFMLEA). Please note, unless extended by future legislation, the FFCRA leaves are only available through December 31, 2020.

Paid Sick Leave

Qualifications: Under the FFCRA, an employee qualifies for **paid sick time** if the employee is unable to work (or unable to telework) due to a need for leave because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;

2. has been advised by a health care provider to self-quarantine related to COVID-19 (i.e. a self-imposed quarantine without medical advice doesn't qualify);
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. the employee is caring for an individual who is subject to quarantine or isolation or has been advised by a health care provider to self-quarantine;
5. is caring for a son or daughter^[1] whose school or place of care is closed (or child care provider^[2] is unavailable) for reasons related to COVID-19; or
6. is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

Eligibility: There is no length of employment requirement for eligibility for paid sick leave.

Amount of Sick Paid Leave: A full-time employee is eligible for 80 hours of leave, and a part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period. Paid sick leave must be used in calendar year 2020. A full-time employee is defined as an employee normally scheduled to work forty (40) or more hours per week.

Calculation of Pay and Caps on Paid Sick Leave: For leave reasons (1), (2), or (3): employees taking leave are entitled to pay at their regular rate of pay or the minimum wage, whichever is greater, up to \$511 per day and \$5,110 in the aggregate (over a 2-week period). For leave reasons (4), (5), or (6): employees taking leave are entitled to pay at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$2,000 in the aggregate (over a 2-week period).

Intermittent Paid Sick Leave: Unless an employee is teleworking, paid sick leave must be taken in full-day increments. Once an employee begins taking paid sick leave for one of the qualifying reasons listed in paragraphs 1 – 4 and 6 above, they must continue to take paid sick leave until they have either used the full amount of paid sick leave or no longer have a qualifying reason for leave.

Effect on Employer's Existing Leave/Paid Time Off Policies: Employees do not have to use other paid leave benefits before using paid sick leave under the Act. Paid sick leave under the Act is in addition to any sick leave or PTO currently provided by the employer.

Employee Notice Requirements: Employees should provide their managers notice of their absence for COVID-19 related issues as soon as possible and continue to provide relevant updates to continue receiving paid sick leave after the first workday.

Non-retaliation: Employees may not be discharged, disciplined, or discriminated against for taking paid sick leave under the Act.

Expanded Family Leave

Qualifications: Under the FFCRA, an employee qualifies for **expanded family leave** if the employee:

1. is caring for a son or daughter whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19.

Eligibility: The employee must be employed for at least thirty (30) days to become eligible for paid expanded family leave. *(The usual employee eligibility requirements for family leave under the Family and Medical Leave Act (FMLA) do not apply. The employee does not have to have been employed for a year, worked for 1,250 hours, and work in a location where there are 50 employees within a 75-mile radius to be eligible.)*

Amount of Expanded Family Leave: Eligible employees are entitled to take twelve (12) weeks of family leave during a twelve (12) month period. The first ten (10) days of family leave are unpaid. After the first ten (10) days, the employee is entitled to paid leave. FFCRA paid sick leave can be used to cover the first ten (10) days of unpaid family leave *(two weeks of paid sick leave followed by up to 10 weeks of paid expanded family & medical leave)*. A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

Calculation of Pay and Caps on Expanded Family Leave: Employees are entitled to pay at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period).

Intermittent Expanded Family Leave: Employees may take paid family leave intermittently while their child's school or place of care is closed or the child's child care provider is unavailable due to COVID-19 reasons. However, intermittent family leave is permitted only when the manager and employee agree upon a schedule.

Effect on Employer's Existing Leave/PTO Policies: Employees may choose to substitute their pre-existing accrued vacation time or sick leave for the first ten (10) days of unpaid family leave. After the first ten (10) days of unpaid leave, employers may require employees to take concurrently existing leave that, under the employer's policies, would be available to the employee under the circumstances.

Concurrent Use of Paid Sick Leave and Pre-existing Leave: An employee may choose to use accrued sick time to help supplement the two-thirds pay under the FFCRA to make their paycheck whole.

Employee Notice Requirements: If the employee's need for expanded paid family leave is foreseeable, the employee must provide notice of the leave as soon as possible. Employers may require employees to provide additional documentation in support of their family leave request (e.g. notice of closure or unavailability of child's school or place of childcare).

Job Protection: An employee returning from expanded family leave is entitled to reinstatement in the same or an equivalent position.

Additional Notes

- Employees may not collect unemployment insurance benefits during the time that they are receiving paid sick leave and/or paid extended family leave under the FFCRA. Employees may, however, be entitled to partial unemployment benefits in accordance with state eligibility requirements.
- Employees are entitled to continuation of their group health coverage on the same terms as if the employee continued to work if an employee takes paid sick leave or paid extended family leave under the FFCRA. Employees must continue to make any normal employee contributions to the cost of their group health coverage.

Employee Scenarios & Eligibility for Leaves and Accommodations

Employees with Childcare Issues: An employee who is unable to work because they need to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19 may be eligible for up to 12 weeks of paid leave under the FFCRA. This leave is not available if another caregiver (e.g., another parent) is available to provide care.

Employees Sick with COVID-19 or Symptoms: An employee who is unable to work due to her/his own COVID-19 related illness is eligible for up to 80 hours of paid leave for a two-week period in addition to any contractual leave (e.g., accrued sick time). Therefore, an employee will not be required to exhaust accrued leave or take accrued leave concurrently with FFCRA time.

Employees Under Quarantine Order: An employee who is not ill or experiencing symptoms of COVID-19, but rather is subject to a federal, state, or local quarantine order related to COVID-19, or if the employee has been advised by a healthcare provider to self-quarantine related to COVID-19, will be eligible for up to 80 hours of paid leave for a two-week period in addition to any contractual leave (e.g., accrued sick time). Therefore, an employee will not be required to exhaust accrued leave or take accrued leave concurrently with FFCRA time. In this scenario, the employee will be required to provide the name of the government entity issuing the order or the name of the healthcare provider advising the employee to self-quarantine.

Employees with Underlying Medical Conditions: Some employees may be concerned about returning to work because of underlying medical conditions that render them immunocompromised or

otherwise make them more at risk of COVID-19. These employees likely will not qualify for any of the COVID-19-specific leaves because they do not have COVID-19 or its symptoms, but they may qualify for contractual leave, FMLA leave, and/or ADA protection. These situations will require individual conversations to determine eligibility for a leave or other accommodations. Please note that the expectation is that most employees with underlying medical conditions, especially those identified by the Centers for Disease Control and Prevention (CDC) as placing individuals at greater risk for COVID-19, will be able to produce medical certifications.

Employees Otherwise at Risk: Some employees may be concerned about returning to work because of their own non-medical risk factors. The most likely of these factors is age, as the CDC classifies individuals 65 and older as higher risk of severe illness from COVID-19. Employees in this category do not have COVID-19 or its symptoms and do not have any underlying medical conditions or disabilities. Thus, they will not be eligible for leave under FMLA or FFCRA and would not be eligible for accommodations under the ADA.

Employees Who Have Concerns About Safety of Another: Another category of employee who may be reluctant to return to work are those who are concerned about the safety of others in their household. This category may include, for example, employees who live with elderly relatives, young children, or family members who may be immunocompromised. Options for leave for these employees are limited. The FMLA does provide unpaid leave for care or bonding with a child within a year of birth or the child's placement in the home. Thus, employees who are concerned about very young children could use FMLA leave to remain home within the first year of the child's life or placement, assuming the employee did not already exhaust his or her FMLA leave during the 12-month period. Otherwise neither the FMLA nor the FFCRA provide a basis for leave solely because of concerns for other family members.

Employees Who are Uncomfortable: Some employees may simply have a greater level of concern for COVID-19. Without other qualifying reasons (e.g., their own condition or disability), these employees do not have a protected basis for leave because the FMLA, ADA, and FFCRA would not apply.

Requesting Job Protected Leave under FFCRA

Employees should submit [this Eligibility Determination Request Form](#) (DRAFT) to the Chief Executive Officer and the Director of Human Capital to request FMLA job protections as available for COVID-19 purposes, as well as emergency paid sick leave. The Eligibility Determination Request Form will be submitted confidentially. Be sure to submit as soon as possible. A late submission of this form may delay the job protections provided by FMLA. Paid sick leave and expanded family medical leave are not retroactive.

Personal Leave of Absence without Pay Policy

Segue Institute for Learning may allow a leave of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations. Employees in certain employment classification(s) are eligible to request personal leave from their supervisor or the Office of the Chief Executive Officer as described in this policy:

- All employees must request from his/her supervisor personal time of any sort at least two (2) weeks in advance.
- Segue Institute for Learning will evaluate requests for personal leave based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence.
- Subject to the terms, conditions and limitations of the applicable plans, Segue Institute for Learning will provide health insurance benefits until the end of the month in which the approved personal leave begins. At that time, employees will become responsible for the full costs at the group rate of these benefits if they wish coverage to continue. When the employee returns from personal leave, Segue Institute for Learning will again provide benefits according to the applicable plans.
- Benefit accruals, such as sick time or holiday benefits, will be suspended during the leave and will resume upon return to active employment.
- When a personal leave ends, Segue Institute for Learning will make every reasonable effort to return the employee to the same position; however, the employee understands that he/she may be assigned to another supervisor or role within Segue Institute for Learning.
- If an employee fails to report to work promptly at the expiration of the approved leave period, Segue Institute for Learning will assume the employee has resigned.

Copyright Policy Update based on [Library Copyright Specialists: Fair Use & Emergency Remote Teaching & Research](#) in response to COVID-19

While the U.S. copyright law provides flexibility necessary for remote learning needed during this time, employees should be thoughtful about the reproduction of copyrighted material. To support the rapid adoption of remote learning needed during this time, in consultation with SIFL's Curriculum, Instruction, and Assessment team, employees should:

- reproduce only what is reasonable to serve the educational needs and purpose (i.e. entire books should not be reproduced);

- excerpt materials only when pedagogically appropriate;
- restrict access to reproduce copyrighted material to scholars in the class, and
- provide access to reproduce copyrighted material only for the period of time needed.

Distance Learning Professionalism Expectations

Segue Institute for Learning is committed to maintaining a professional work environment and expects all employees to maintain professionalism at all times whether on-site or participating in distance learning. Employee's behavior and action(s) should be reflective of SIFL's mission and values and should encourage a positive working relationship with teachers, staff members, supervisors, administrators, scholars, families, vendors, or others.

In addition to SIFL's professionalism policy outlined in our 2020-2021 Employee Policies Handbook, while distance learning teaching and working from home we expect all teachers and staff to comply with the following policies listed below.

Timeliness and Communication

- Teachers and staff should be reasonably available and accessible by email and phone Mondays-Fridays from 7:15am-3:30pm. (We recognize staff have multiple responsibilities at home and responses to colleagues, scholars, and parents may not always be immediate.)
- If you are unable to respond to a scholar or family's question immediately, please plan to follow up with the scholar and/or family within one business day. (Allowing calls to go to voicemail is okay; setting personal limits between 3:30PM and 7:15AM is strongly encouraged).
- If you are unable to participate in distance learning or work from home, please notify your manager immediately, ideally by 6:00am.
- Communication between scholars and staff members should be warm, open, positive, and professional.

Dress Expectations

- Take extra care to ensure that your dress communicates professionalism for yourself, scholars, and colleagues during this time. Friday "SIFL dress" or casual, but appropriate, dress are acceptable.

Video Conferencing Best Practices

- While video conferencing in a public area of your home (i.e. dining area, living room, home office) is advised, we recognize this may not always be possible. As much as possible, avoid video conferencing while clearly laying in bed or consider setting a faux background, if necessary.
- Ensure areas being captured during video conferencing do not capture any personal information or inappropriate objects, images or text that you would not have displayed on your school desk or classroom wall.

Other Reminders

- SIFL staff are not to transport scholars in a private motor vehicle without the express permission of the Chief Executive Officer.
- As an employee, you should not expect privacy with respect to any of your activities using Segue Institute for Learning-provided email, voicemail, internet access or services and/or hardware. SIFL reserves the right to review or otherwise monitor any files, messages, or communications sent, received or stored in the SIFL computer or telephone systems.

[1] Under the FFCRA, a “son or daughter” is your own child, which includes your biological, adopted, or foster child, your stepchild, a legal ward, or a child for whom you are standing in loco parentis—someone with day-to-day responsibilities to care for or financially support a child. A “son or daughter” is also an adult son or daughter (i.e., one who is 18 years of age or older), who (1) has a mental or physical disability, and (2) is incapable of self-care because of that disability.

[2] A “child care provider” is someone who cares for your child. This includes individuals paid to provide child care, like nannies, au pairs, and babysitters. It also includes individuals who provide child care at no cost and without a license on a regular basis, for example, grandparents, aunts, uncles, or neighbors.

Segue Institute for Learning Porter Support Staff Job Description

This job description has been prepared to assist in evaluating various classes of responsibilities, skills and working conditions. It indicates the kinds of tasks and levels of work difficulty required of the **Porter** at the Segue Institute for Learning.

It is not intended to limit or modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

REPORTS TO: Segue Admin Team

SCHOOL MISSION

*The mission of the Segue Institute for Learning is to foster a community where students take ownership of their education. Segue scholars receive a rigorous academic experience that prepares them to excel in the high school and eventual college setting of their choice. At Segue, we believe that all of our students are **AT PROMISE**, versus being labeled At Risk. The Segue Institute for Learning is a safe and nurturing environment that promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community.*

GENERAL DESCRIPTION

The following job description is intended for our use so that we may mutually understand the responsibilities of the Porter. The description of tasks is not intended to outline every last detail of the position. It will serve to give a general impression of the duties relating to the job. The person who will assume the position of Porter is accepting a very important role in the functioning of our school. The Porter will not only be working with cleaning and care, but will be working with people, especially children. A spirit of love and concern shown by friendliness and helpfulness will fit into the framework of the goals of our school. The Porter is under the supervision of the Segue Admin Team.

HOURS

- Part time 7:00 - 1:00 Tuesday - Friday. Possible extra hours to be worked each week.
- Position begins August 17th and is temporary; possibly through January 2021. Further if funding exists.

RESPONSIBILITIES OF POSITION

- Must be able to climb stairs numerous times daily and lift heavy material.
- Prepare buildings/classrooms spaces for student arrival.
- Maintaining student's safety while standing in line per social distancing requirements.

- Checking student temperatures upon arrival.
- Escorting students to their assigned classroom spaces.
- Delivering breakfast, snacks, lunch and dinner to classrooms.
- Cleaning and removing trash.
- Escorting students to bathrooms.
- Cleaning and disinfecting areas as necessary.
- Other duties deemed necessary by the Segue Admin Team.
- **Individual must be accountable and reliable.**

RATE OF PAY

\$15.00 per hour

No benefits for position

Segue Institute for Learning

CNA Support Staff

Job Description

This job description has been prepared to assist in evaluating various classes of responsibilities, skills and working conditions. It indicates the kinds of tasks and levels of work difficulty required of the **CNA** at the Segue Institute for Learning.

It is not intended to limit or modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

REPORTS TO: Segue School Nurse

SCHOOL MISSION

*The mission of the Segue Institute for Learning is to foster a community where students take ownership of their education. Segue scholars receive a rigorous academic experience that prepares them to excel in the high school and eventual college setting of their choice. At Segue, we believe that all of our students are **AT PROMISE**, versus being labeled At Risk. The Segue Institute for Learning is a safe and nurturing environment that promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community.*

GENERAL DESCRIPTION

The following job description is intended for our use so that we may mutually understand the responsibilities of the CNA. The description of tasks is not intended to outline every last detail of the position. It will serve to give a general impression of the duties relating to the job. The person who will assume the position of CNA is accepting a very important role in the functioning of our school. The CNA will not only be working with cleaning and care, but will be working with people, especially children. A spirit of love and concern shown by friendliness and helpfulness will fit into the framework of the goals of our school. The CNA is under the supervision of the Segue School Nurse

GENERAL QUALIFICATIONS

- High School Diploma
- Additional Health Aide Training Preferred

- Meets CNA certification requirements of state
- Minimum of CPR and First Aide Certification
- Positive, caring manner with children
- Friendly, helpful attitude in working with students and staff
- Ability to understand limited role in providing health care to students

HOURS

25 hours per week 7:00 am – 1:30 pm

RESPONSIBILITIES OF POSITION

- Works directly with administration/school nurse to carry out specific tasks related to students' health needs and infection control procedures.
- Accepts delegation of student health care needs from authorized school personnel that are routine with a predictable outcome.
- Performs daily general first-aid procedures.
- Under the supervision of administration/school nurse, learns techniques for performing routine health services.
- Reviews, understands and implements assigned duties pertaining to individualized healthcare plans.
- Maintains open communication staff relaying messages as directed to teachers, other school personnel, and parents/guardians in order to maintain appropriate records for students.
- Understands the health care aide's role, which does not involve medical assessment, interpretation, or decision-making.
- Assists with clerical tasks associated with mandated and recommended student health records.
- Understands and maintains student confidentiality.
- Assists at times with additional responsibilities and assignments as needed by authorized staff.
- Maintains appropriate training in AED, CPR, and First Aid on a yearly basis.
- Helps maintain the health services under the direction of the school nurse.
- Assists with examinations.
- Maintain health records and perform clerical work.
- Performs minor first aid on injured students or employees.
- Ability to relate and communicate to students regarding student health needs.
- Ability to interact effectively with staff and parents.
- **Individual must be accountable and reliable.**

RATE OF PAY: \$16.00 per hour; No benefits for position

ANTICIPATED COVID-RELATED BUDGET NEEDS 2020-2021

Anticipated COVID-19 Budget	
Staffing	
Porters	\$75,600.00
C N A	\$16,000.00
FICA	\$7,007.40
Supplies	
Cleaning Supplies	\$862.00
Sprayers	\$3,300.00
Tents	\$680.00
Cots	\$1,625.00
Disposable Masks	\$5,885.00
Face Shields	\$400.00
Alcohol Gel Sanitizer	\$4,000.00
Acrylic shields	\$1,300.00
Hands Free door openers	\$300.00
Gowns	\$300.00
Thermometers	\$2,800.00
Gym Wipes	\$1,000.00
Disp Bucket	\$250.00
Gloves	\$800.00
Total	
	\$122,109.40



FAMILY SURVEY - SUMMER 2020

If Segue were to open for full in-person instruction, meaning 100% of our students are present and in the building 100% of the time, how comfortable would you be? *

- Very Comfortable
- Not Comfortable at all
- I'm undecided

My child and I have access to WiFi and a device for them to complete virtual/distance learning.

- yes
- no

Per R.I.D.E., we will have 3 Plans for Instructional Models for the fall of 2020. Which do you prefer?

- Distance learning - online from home
- Physical classroom - on school campus
- Combination of Distance learning and Physical classroom

In a typical full return schedule, what are your concerns?

Your answer

In a hybrid schedule (some distance learning), what are your concerns?

Your answer

In a full distance learning from home schedule, what are your concerns?

Your answer

How comfortable do you feel supporting your child's distance learning?

- Not comfortable at all
- Slightly comfortable
- Somewhat comfortable
- Quite comfortable
- Extremely comfortable

What is your biggest barrier to support your child effectively to learn from home?

- My job
- Caring for other children
- I need to care for sick family members
- Lack of quiet workspace
- Technology issues
- I don't have any barriers right now

What supports would help you as a parent, guardian, or caretaker of your child?

- Learning activities
- Training on social emotional learning
- Training on using technology devices

In addition to the options above, what else can the school do to better support the learning of your child.

Your answer



Segue Institute for Learning

Where ALL Students are "AT PROMISE"

325 Cowden Street – Central Falls, RI – 02863

Phone – (401) 721-0964 * Fax – (401) 721-0984 * Website – SegueIFL.org

Angelo Garcia – Founder/Executive Director

Tuesday, July 21, 2020

Dear Segue Parents and Caregivers,

I hope that when you receive this letter that you and all of the members of your household are safe and healthy.

All of us at Segue miss seeing your child/children at school and we are sure that they miss being at Segue as well.

I offer this letter as an update to what is being planned for the re-opening of school in the coming weeks and how this may affect you and your student at Segue.

Many of you have questions and concerns and we want to give you the opportunity to have those addressed in one way or another. We are setting up times for **virtual community meetings** in the coming weeks. Please be on the lookout for those dates and times. Our end goal is to have you feeling comfortable and confident to send your child/children back to school come the end of August.

Like all districts across the state, we were asked to create and submit three possible scenarios of what school would look like come August 31st to the RI Department of Education. As of this time, our plan has not been reviewed and approved so we cannot make too much specific information available to our school community for now. We appreciate your patience in the meantime.

Please know that our goal is to get back to school with our scholars. We need them learning with their teachers and experiencing the joy of being at school with their friends and classmates. To that end, we need you to prepare for any of the following three scenarios that are outlined at the end of this letter.

Again, it is really important that you understand that as of this time, we have no idea what the direction the state is going in and that we will have to follow the lead of the RI Department of Education, the Rhode Island Department of Health and the office of the Governor.

Regardless of our plan, your role in helping us to make the best of any situation is crucial as parents. We need you to continue to support your child with whatever we plan for the beginning of school. We know that for some of you our plan may not sync with your work schedule and so we will do our best to support with finding appropriate child care and other support services for your family.

We remain committed to ensuring that your child is getting the best educational experience while at Segue. We also are grateful to you and your support in helping your child manage through this very difficult time. It is like nothing else we have seen before.

We understand, like you, that no model that we create can replace that face to face contact between your child and their peers and educators. All of us at Segue only hope that we can come to an end of this situation so that we can get back to normal serving our amazing school community.

As mentioned, please look for dates and times for upcoming virtual community meetings. In the meantime, reach out to any member of the leadership team with any questions or concerns.

We thank you for your time and ask that you please continue to follow the guidelines of social distancing and universal precautions to stay safe and healthy.

Respectfully Submitted,

Angelo Garcia, Founder/Executive Director





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Angelo Garcia – Founder / Executive Director

martes, 21 de julio de 2020

Estimados Padres y Guardianes de Segue,

Espero que cuando reciba esta carta usted y todos los miembros de su hogar estén seguros y sanos.

Todos nosotros extrañamos ver a su hijo/niños en la escuela y estamos seguros de que a ellos les hace faltar estar en Segue.

Ofrezco esta carta como una actualización de lo que se está planificando para la reapertura de la escuela en las próximas semanas y cómo esto puede afectarle a usted y a su estudiante en Segue.

Muchos de ustedes tienen preguntas e inquietudes y queremos darles la oportunidad de que se aborden de una manera u otra. Estamos estableciendo horarios para *reuniones virtuales* para la comunidad en las próximas semanas. Por favor, esté atento a esas fechas y horarios. Nuestro objetivo final es que se sienta cómodo y seguro de enviar a su hijo/niños de vuelta a la escuela a finales de agosto.

Al igual que todos los distritos en todo el estado, se nos pidió crear y presentar al Departamento de Educación de RI tres posibles escenarios de cómo se vera la escuela el 31^{de} agosto. A partir de este momento, nuestro plan no ha sido revisado o aprobado, por lo que no podemos poner demasiada información específica a disposición de nuestra comunidad escolar por ahora. Agradecemos su paciencia mientras tanto.

Por favor, sepa que nuestro objetivo es volver a la escuela con nuestros eruditos. Necesitamos que aprendan con sus maestros y experimenten la alegría de estar en la escuela con sus amigos y compañeros de clase. Para ello, necesitamos que se prepare para cualquiera de los siguientes tres escenarios que se describen al final de esta carta.

Una vez más, es muy importante que entienda que a partir de este momento, no tenemos idea de cuál es la dirección en la que va el estado y que tendremos que seguir el ejemplo del Departamento de Educación de RI, el Departamento de Salud de Rhode Island y la oficina del Gobernador.

Independientemente de nuestro plan, su rol en ayudarnos a aprovechar al máximo cualquier situación es crucial como padres. Necesitamos que continúe apoyando a su hijo(s) con lo que planeamos para el comienzo de la escuela. Sabemos que para algunos de ustedes nuestro plan puede no estar sincronizado con su horario de trabajo y por lo tanto haremos todo lo posible para apoyarle con la búsqueda de cuidado infantil adecuado y otros servicios de apoyo para su familia.

Seguimos comprometidos en garantizar que su hijo(s) esté obteniendo la mejor experiencia educativa mientras está en Segue. También estamos agradecidos a usted y su apoyo para ayudar a su hijo(s) a manejar este momento tan difícil. Es como ninguna otra cosa que hemos visto antes.

Entendemos, como usted, que ningún modelo que creamos puede reemplazar ese contacto cara a cara entre su hijo(s) y sus compañeros y educadores. Todos nosotros en Segue sólo esperamos que podamos llegar a un final de esta situación para que podamos volver a la normalidad sirviendo a nuestra increíble comunidad escolar.

Como se mencionó, por favor busque fechas y horarios para las próximas reuniones virtuales de la comunidad. Mientras tanto, comuníquese con cualquier miembro del equipo de liderazgo con cualquier pregunta o inquietud.

Le agradecemos su tiempo y le pedimos que por favor continúe siguiendo las pautas de distanciamiento social y precauciones universales para mantenerse seguro y saludable.

Respetuosamente sometido,

Angelo García, Fundador/Director Ejecutivo

Segue IFL possible models proposed to RIDE. None has been approved as of this time. Once we get approval we will follow only 1 (one) model for the entire school.

- **Full Distance Learning** – This means that we will continue to make our teaching available as we had done this past spring. Scholars will stay home and log into their school issued chrome books for their lessons and classes. While that is not the ideal, we know that our scholars can be successful as they proved that after we assessed them late in the spring before we wrapped up for the school year.
 - School will resume on Monday, August 24th.
 - All students (100%) would log in at 7:45 am and continue their learning through at least 2:00 pm.
 - Attendance would be monitored as it was last spring. Students will be held accountable for logging on and staying throughout the day until their virtual day is done.
 - Segue will continue with “Accountability Partners” for those scholars that need extra support and guidance.
 - Students with specific needs will continue to receive those via our agency partners as well as Segue staff.
 - All classes (including Gym, Music, Art and World Language will be offered).
 - Segue will continue with meal distributions/pick up for all scholars on Tuesdays and Fridays.
- **Partial distance learning/partial in school and in person** – This would mean that scholars will come to school on scattered days. Many educational professionals urge that elementary grades come to school as often as possible so that they are not experiencing too much of a slide in their learning.
 - School will resume on Monday, August 24th.
 - No Students will be in school on Mondays as that has been designated virtual distance learning for all scholars.
 - All students in grades 3-5 will attend school at Segue beginning at 7:45 am and continue their learning through at least 2:00 pm. Those school days are Tuesday-Friday.
 - Grades 6-8 will attend school two days a week on alternating days. 50% of students Tuesday and Wednesday and the other Thursday and Friday. When students are not in school, they are expected to be logging in via chrome book for distance learning.
 - Attendance would be monitored as it was last spring. Students will be held accountable for logging on and staying throughout the day until their virtual day is done.
 - Segue will continue with “Accountability Partners” for those scholars that need extra support and guidance.
 - Students with specific needs will continue to receive those via our agency partners as well as Segue staff.
 - All classes (including Gym, Music, Art and World Language will be offered).
 - Scholars will receive breakfast, snack, lunch and a take home dinner for those days they are present. Meal distribution will still continue for those students who are not in school via pick up site.
 - Uniform to be worn is Segue Polo or t-shirt, khaki pants/shorts and sneakers when in school.
 - Students are in small groups and do not move throughout the day. Meals and supplies are brought to them. Students in school have designated classrooms, entrances and bathrooms for their grade.
 - Nurse is available as well as a part time CNA will be hired to support with medical needs.
 - Segue will follow all mandates through RI Department of Health for mask wearing, social distancing and spacing.
 - Buildings will be cleaned daily with a deep clean on Mondays when students are not in school.
- **Full in person. 100% of students in school** – This would mean that all scholars will come back to school and attend Monday – Friday with a modified schedule but as close to “normal” to our school day as possible.
 - School will resume on Monday, August 24th. School day runs from 7:45 – 2:30 pm.
 - Segue will continue with “Accountability Partners” for those scholars that need the extra support and guidance.
 - Students with specific needs will continue to receive those via our agency partners as well as Segue staff.
 - All classes (including Gym, Music, Art and World Language will be offered).
 - Scholars will receive breakfast, snack, lunch and a take home dinner.
 - No after school program will be offered.
 - Uniform to be worn is Segue Polo or t-shirt, khaki pants/shorts and sneakers when in school.
 - Students are in small groups and do not move throughout the day. Meals and supplies are brought to them. Students in school have designated classrooms, entrances and bathrooms for their grade.
 - Nurse is available as well as a part time CNA will be hired to support with medical needs.
 - Segue will follow all mandates through RI Department of Health for mask wearing, social distancing and spacing.
 - Buildings will be cleaned daily with a deep cleaning happening on weekends or in the evenings.

Segue IFL posibles modelos propuestos a RIDE. Ninguno ha sido aprobado a partir de este momento. Una vez que obtengamos la aprobación seguiremos sólo 1 (un) modelo para toda la escuela.

- **Aprendizaje a distancia completo** – Esto significa que continuaremos poniendo nuestra enseñanza a disposición como lo habíamos hecho esta primavera pasada. Los estudiantes se quedarán en casa e iniciarán la sesión virtual en sus computadoras suplidas por la escuela para sus lecciones y clases. Si bien ese no es el ideal, sabemos que nuestros eruditos pueden tener éxito, ya que lo demostraron después de ser evaluados tarde en la primavera antes de que terminamos el año escolar.
 - La escuela se comenzará el lunes 24^{de} agosto.
 - Todos los estudiantes (100%) iniciarán la sesión a las 7:45 am y continuarán hasta las 2:00 pm.
 - La asistencia sería monitoreada como durante la primavera pasada. Los estudiantes serán responsables de iniciar la sesión virtual y permanecer en línea durante todo el día hasta que termine su día virtual.
 - Segue continuará con los "Socios de Responsabilidad" para aquellos académicos que necesitan apoyo y orientación adicionales.
 - Los estudiantes con necesidades específicas continuarán recibiendo a través de nuestros socios de agencia, así como el personal de Segue.
 - Se ofrecerán todas las clases (incluyendo Educación Física, Música, Arte y Lenguaje Mundial).
 - Segue continuará con las distribuciones de comidas / recogida para todos los estudiantes los martes y viernes.
- **Aprendizaje parcial a distancia/parcial en la escuela y en persona** – Esto significaría que los eruditos vendrán a la escuela en días dispersos. Muchos profesionales de la educación instan a que los grados elementales acudan a la escuela tan a menudo como sea posible para que no experimenten demasiado deslice en su aprendizaje.
 - La escuela se comenzará el lunes 24 de agosto.
 - Ningún estudiante estará en la escuela los lunes, ya que se ha designado como aprendizaje virtual a distancia para todos los académicos.
 - Todos los estudiantes en los grados 3-5 asistirán a la escuela a partir de las 7:45 am y continuarán su aprendizaje hasta por lo menos 2:00 pm. Esos días escolares son de martes a viernes.
 - Los grados 6-8 asistirán a la escuela dos días a la semana en días alternos. 50% de los estudiantes martes y miércoles y el otro jueves y viernes. Cuando los estudiantes no están en la escuela, se espera que inicien su sesión virtual en su computadora Chrome para el aprendizaje a distancia.
 - La asistencia sería monitoreada como durante la primavera pasada. Los estudiantes serán responsables de iniciar su sesión virtual y permanecer en línea durante todo el día hasta que termine su día virtual.
 - Segue continuará con los "Socios de Responsabilidad" para aquellos académicos que necesitan apoyo y orientación adicionales.
 - Los estudiantes con necesidades específicas continuarán recibiendo a través de nuestros socios de agencia, así como el personal de Segue.
 - Se ofrecerán todas las clases (incluyendo Gimnasio, Música, Arte y Lenguaje Mundial).
 - Los estudiantes recibirán desayuno, merienda, almuerzo y una cena a casa para esos días que estén presentes. La distribución de comidas continuará para estudiantes que no están en escuela a través del sitio de recogida.
 - El uniforme que se debe usar es Segue Polo o camiseta, pantalones/pantalones cortos caqui y zapatos tenis cuando estén en la escuela.
 - Los estudiantes están en grupos pequeños y no se mueven a lo largo del día. Se les traen las comidas y suministros. A los estudiantes se les ha asignado salones de clases en escuela, las entradas y baños.
 - La enfermera está disponible, así como un CNA a tiempo parcial será contratado para apoyar con las necesidades médicas.
 - Segue seguirá todos los mandatos del Departamento de Salud de RI para el uso de máscaras, distanciamiento social y espaciado.
 - Los edificios se limpiarán diariamente con una limpieza profunda lunes cuando los estudiantes no estén.
- **De lleno en persona. 100% de los estudiantes en la escuela** – Esto significaría que todos los académicos volverán a la escuela y asistirán de lunes a viernes con un horario modificado, pero lo más cerca posible de "normal" a nuestro día escolar.
 - La escuela se comenzará el lunes 24^{de} agosto. El día escolar es de 7:45 a 2:30 pm.
 - Segue continuará con los "Socios de Responsabilidad" para aquellos académicos que necesitan el apoyo y la orientación adicionales.
 - Los estudiantes con necesidades específicas continuarán recibiendo a través de nuestros socios de agencia, así como el personal de Segue.
 - Se ofrecerán todas las clases (Educación Física, Música, Arte y Lenguaje Mundial).
 - Los becarios recibirán desayuno, merienda, almuerzo y una cena para llevar a casa.
 - No se ofrecerá ningún programa después de la escuela.
 - El uniforme que se debe usar es Segue Polo o camiseta, pantalones/pantalones cortos caqui y zapatos tenis cuando esté en la escuela.
 - Los estudiantes están en grupos pequeños y no se mueven a lo largo del día. Se les traerán las comidas y suministros. A los estudiantes se les ha asignado salones de clases en la escuela, las entradas y baños.
 - La enfermera está disponible, así como un CNA a tiempo parcial será contratado para apoyar con las necesidades médicas.
 - Segue seguirá todos los mandatos del Departamento de Salud de RI para el uso de máscaras, distanciamiento social y espaciado.
 - Los edificios se limpiarán a diario con una limpieza profunda los fines de semana o por las noches.

Segue IFL July/August 2020				
Staff Professional Development Training Schedule/Opening of School Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
July 27 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	28 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	29 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	30 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	31 Staff Report to Buildings PD Schedule 8:00 – 1:00 pm
August 3 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	4 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	5 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	6 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	7 Staff Report to Buildings PD Schedule 8:00 – 1:00 pm
10 NO WORK RI Independence Day!	11 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	12 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	13 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	14 Staff Report to Buildings PD Schedule 8:00 – 1:00 pm
17 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	18 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	19 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	20 Staff Report to Buildings PD Schedule 8:00 – 3:00 pm	21 Staff Report to Buildings PD Schedule 8:00 – 1:00 pm

