

# Back School RHODE ISLAND

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## INDEX

Page 3 – Message from School Leaders

Page 4 – Vision and Guiding Principles for Back To School Operations

Page 6 – Strengths and Challenges from the 2020 – 2021 School Year

Page 8 – Critical Components of the Back to School Plan

Page 22 – Segue IFL Policies

- State of Rhode Island Department of Health Mask Mandate (August 2021)
- Modifications of Segue Student/Parent Handbook in response to COVID 19 (August 2021)
- Modifications of Segue Personnel Handbook in response to COVID 19 (August 2021)

Page 31 - Resources and Policies made available to member schools of the RI League of Charter Schools via legal counsel, August 2021.

- COVID 19 Mandatory Personnel Vaccination Policy
- COVID Mandatory Face Covering/Mask Policy
- Request for Medical Exemption from COVID-19 Vaccine Form for Employees
- Request for Medical Exemption from COVID -19 Vaccine Form for Health Care Provider
- COVID-19 Mandatory Personnel Vaccination Policy
- COVID-19 Personnel Vaccination Policy (Vaccination Recommended)
- COVID-19 Student Vaccination Status Collection
- Request for Religious Exemption from COVID-19 Vaccine Form for [School] Employees
  - a. Personal Statement Form
  - b. Religious Entity Statement Form

Page 50 – Other Support Documentation

- Appointment Letter to LEAP Task Force – RIDE/Commissioner Infante-Green
- Segue 2021 – 2022 school calendar
- The Segue Pledge
- Segue 2021 – 2022 Assessment Calendar
- Segue Staff/Board Matrix 2021 – 2022 (updated August 2021)
- Segue Floor plans elementary and middle school buildings
- Segue fiscal report/spreadsheet reflecting funds spent on COVID support to the school community.
- Segue Summer 2021 Staff Professional Development Academy Schedule-August 2021
- Segue IFL Sample Schedules Elementary School and Middle School
- Safety Pictures and Signage





Message from the School Leaders -



## Segue Institute for Learning

**Where ALL Students are AT PROMISE!**

A welcome back from the school's founders!

Dear Students and Families:

Welcome back to a new school year at Segue Institute for Learning!

We all know how difficult the last 18 months have been for all of us of our community. Still, we are confident that our scholars were able to receive the best supports that were available to them from the staff here at Segue.

We are excited to share that this year we will be 100% full in person instruction. While we know that this might be unnerving to some of you (and your children), we are confident that school is where students need to be in order to learn to their full potential.

Segue has once again taken all necessary precautions to ensure the safety of the students and staff of the school buildings. We have engaged in full staff vaccinations as well as planned several clinics for the fall in partnership with the City of Central Falls.

We also are continuing our practices of social distancing, mandating of all masks in school buildings and also using universal cleaning and sanitizing of our buildings throughout the day and when they are not in school.

We hope that you agree with us that your child's education has had way too many interruptions and we need to get back to the business of teaching and learning.

Still, we are here as always to answer your questions, discuss your concerns and attend to your and your family's needs to the best of our ability.

Again, we want to thank you for your trust and support as we all continue to navigate through these next few months.

Respectfully,

Angelo Garcia  
Founder/Executive Director

Melissa Lourenco  
Founder/Director of Academics



**RIDE** Rhode Island  
Department  
of Education



**RHODE  
ISLAND**



## Vision and Guiding Principles for Back-to-School Operations:

The Segue Institute for Learning has always been that public charter school that puts the safety and well-being of students before anything else. Even student learning.

As a school that employs a high rigorous approach to teaching and learning, we believe that scholars need to feel safe and secure prior to opening a book or logging on to a computer. We are meticulous in our approaches to making each child at our school feel special, seen and validated.

As we do with all things, we engage our parents, families and caregivers to be a part of the dialogue of ensuring that safety; both physical as well as mentally. Segue has an experienced and qualified team of staff members who regularly facilitate a wide range of social-emotional supports and practices throughout the school day, weekends and in the evenings as needed.

Our philosophy of caring is obvious in all that we do as a small district. All students are important to us and their learning can only happen when they know that the school staff and leadership are here to support them and listen to them and their concerns.

Even though much of what was discussed over the last 18 months regarding students nationwide was about the loss of academic standing and learning loss, RI educational leaders made it a point to focus just as much; if not more, on the wellness and conditions for learning of the scholars in communities like Central Falls.

In early February of 2021, RIDE reached out to Mr. Angelo Garcia, Segue's Founder and Executive Director to serve on the RI Commissioner of Education's **LEAP (Learning, Equity and Accelerated Pathways) Task Force**.

The opportunity to serve on the Commissioner's LEAP Task Force offered great insight in to what the state was doing but also served as a validator of the practices that were already happening at Segue.

Many of the conversations already being held at Segue reflected the dialogue happening on ZOOM with academic leaders throughout the late winter and spring months of 2021.

The tenets of the dialogue around student success were easy to associate with.

- *Energize our school communities—students and educators—by launching a statewide back-to-school campaign, with particular attention to students who are chronically absent and overage and under credited.*
- *Ensure all students have access to high-quality instruction as well as personalized support from adults, through extended learning, partnerships for before and after school, and summer learning opportunities that are undergirded by high-quality materials and resources.*
- *Universally screen all students and align resources to need.*
- *Improve and support student transitions across grades and systems*
- *Close the digital divide.*

The experience of serving on the task force made coming back to Segue community opportunity to not only be a part of this high-level dialogue but also to be able to bring those ideals back to the Segue community was something that could not be passed on.







It was this foundation of these meetings that have been the springboard to how Segue staff and board looked at educating scholars, not just during COVID, but moving forward as a district.

We have committed to continue to foster a community where there is much opportunity for students to experience the joy of school all the while being challenged yet supported. All learners at Segue deserve the best of the staff that stands in front of them each day. And all members of the Segue team are charged with being educational advocates for our scholars as much as we are their caregivers, coaches and

The hopes for the Fall of 2021 and the year(s) ahead of us is that we are able to continue to do right for all scholars at Segue and that they are able to continue to grow and thrive as scholars and citizens of our community.

We have the following guiding principles for all of our students.

- Students will master the basic skills of reading, writing, math, science and humanities.
- Students will be taught reasoning and critical thinking skills.
- Students will master the use of technology and be able to navigate the World Wide Web/Internet.
- Students will be engaged in thinking about the consequences of negative or destructive behavior as well as poor decision making.
- Students will take an active part in their community participating in various service projects.
- Students will reflect on their role as citizens of the Segue community and what they contribute as individuals, residents and life long learners.

As for employees (Staff) of the Segue Institute for Learning, we feel it is the responsibility of all staff members to make the SEGUE INSTITUTE FOR LEARNING a safe and caring environment through utilization of a school wide positive behavior support system that helps assure that teachers can teach and students can learn.

Through ongoing professional development (embedded in the Segue school calendar), the adults of our school community will continue to receive the best support and resources that can be made available to them. It is the responsibility of the school's administration to continue to foster an environment of consistent and constant professional growth and opportunity for its staff.

Our intentions are to continue teachers/staff as professionals in education and champions of our scholars/families. That support does come with a set of expectations as a school district. They are;

- Teachers will teach reading and writing as it relates to each content area.
- Teachers will utilize a variety of multicultural resources throughout lessons.
- Teachers and support staff will work with parents to keep an open line of communication between the home and school.

We are confident through these guiding principles and practices that Segue can continue its upward trajectory it has proven over its 12 year history as a gamechanger in the educational landscape of CF students.





## Strengths and Challenges from the 2020-2021 School Year

The Segue Institute for Learning saw first-hand during these last 18 months the many struggles and challenges that the community of Central Falls faced and dealt with as the COVID 19 Pandemic took hold and rocked it to its core.

As one of the hardest hit cities in the state of RI, Central Falls also became the epi-center of the COVID 19 positive cases and illness throughout the country. Our families were hit very hard not only with illness but also with the collateral damage of businesses and services closing its doors to the residents of the community.

**THE PLAN** - The staff worked tirelessly at the beginning of the pandemic and throughout all of last year to make sure that scholars were engaged as much as possible and not allowing the pandemic to further claim victory over their learning as it was easily taking over everything in our scholar's lives.

Early on the decision was made to approach the 2020-2021 school year utilizing a hybrid model for our scholars. Students needed to be in school for a number of reasons, not only because they learned better, but because parents and caregivers had to get back to work and needed a place for their children to be where it was safe and they received academic and basic needs met.

Throughout the summer of 2020, the Segue staff came together as educational professionals to create and design a schedule that reflected the following;

- Elementary (3,4,5) – Monday distance learning. Tuesday – Friday in person learning.

As the younger scholars of our school community, these students needed to get the reinforcement of Segue's educational practices as some of them were coming to us for the first time. Their experiences prior to being at Segue was quite different. The decision was made early on that they would be in person for most if not all, of the school year.

- Middle (6,7 and 8) – Monday distance learning. Tuesday/Wednesday in person for group A with group B at home and then they would flip. This offered older students the opportunity to be in school all week but not have them all in classes at the same time. This had its advantages, but those were outweighed by the disadvantages of not having pre-teens physically in front of teachers.

Work was done to ensure that all scholars had the necessary equipment and tools they needed to make this happen. While Segue had been a one to one chrome book to student school district, the need to also make other supplies to students was just as important.

Segue staff; through its networking and outreach channels, made supply bags for all 240 of its scholars and had them delivered to homes so that students could have supplies and materials incorporated in the delivery of our program this past year.

Segue also continued its partnership with Chartwells Foods to ensure students were fed even when not at school





and created a drop off/pick up system to ensure that all meals were made available to scholars throughout the week of school and the weekends. This was highly successful part of the program this past academic year.

**PLAN B** - In November of 2020, staff realized that many of our middle school students were not rising to the challenge of getting themselves logged in and ready for school so middle school staff and school leaders rallied to work with parents to get scholars back into the building as early as November 1<sup>st</sup>. This allowed for students with younger siblings in school to be with them, it gave parents piece of mind but most importantly it put students back in classrooms.

Immediately staff saw the difference for scholars when they were present at school. This gave us great opportunity to make sure that COVID slide was not going to impact greatly on our scholars.

While all students were still doing distance learning on Mondays, all scholars were in school from Tuesday-Thursday.

This allowed for staff to have students in front of them but also made our support services (counseling, Family Engagement, food services, OT, PT, etc.) to be done on site and with full fidelity.

Segue was back to “normal” as much as it could be given the circumstances that the pandemic was still looming over our heads.

This model ran with very little to no difficulty of the interruption of instruction so in April of 2021 all students returned to school 100% in person.

This gave the administration the opportunity to also prepare students for statewide testing and assessments as well as begin to offer scholars and families the opportunity to do regular school activities such as after school programming and also work with our exiting 8<sup>th</sup> graders as they prepared for high school transition.

Challenges – None that we didn’t address and took on head first.

Strengths –

- Segue staff were amazing. They came to work. They committed themselves to doing whatever was necessary to serve our scholars.
- Community Partners rose to the occasion and continued their services throughout the entire year so that students and families could access what they needed in order to be successful.
- Great collaboration with RIDE staff and members of the RI League of Charter schools. As an independent charter school, Segue felt supported and part of a larger network as we traversed through the year doing the best we could.
- Students and parents were phenomenal and appreciative of all of our efforts to ensure that scholars and families got the best education and support needed for them to be successful.





## Critical Components of the Back-to-School Plan *(included in tables below)*

Communication is embedded in each critical component table

- Strong communication plans include a list of key stakeholders, a routine and timeline for ongoing communication, and high-level understanding of critical content.
- LEAs are required to review their Back-to-School Plans no less than every six months through September 30, 2024, revise as appropriate, and seek public input on any and all revisions.

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Promoting vaccination		
X		a. Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
Physical distancing		
X		b. Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X		c. Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.
X		d. Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X		e. Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
Face coverings		
X		f. Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.
X		g. In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X		h. Refer to <a href="#">CDC guidance</a> for the use and care of masks.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		i. Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.
X		j. Post <a href="#">Symptom Signage</a> at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post screening signage.
		k.
School-based testing		







	X	l. Select, design, and resource school-based testing plans based on options outlined in Health and Safety guidance: (1) Symptomatic Testing, (2) Outbreak Testing, (3) Asymptomatic Testing. Consult RIDOH support as needed. Submit school-based testing plan at <a href="https://forms.office.com/g/ESjpgYymqb">https://forms.office.com/g/ESjpgYymqb</a> by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.
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### Cleaning, disinfection, and hand hygiene

X		m. Utilize CDC guidance for <a href="#">cleaning</a> , <a href="#">disinfection</a> , and <a href="#">hand hygiene</a> .
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### Responding to staff and students who are sick

X		n. Schools should revise/continue to follow sick policies in alignment with <a href="#">The Outbreak Response Protocols: PreK-12</a> and communicate it to staff, students, and families.
	X	o. 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. Please include a cell phone number.
X		p. Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's <a href="#">What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</a> flowchart.

### Communication with staff and students

	X	q. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <a href="https://forms.office.com/g/ESjpgYymqb">https://forms.office.com/g/ESjpgYymqb</a> and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.
X		r. Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X		s. Post signs or posters describing the district's policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X		t. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X		u. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X		v. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

## 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	Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
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# Back 2 School RHODE ISLAND

X	Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X	Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance
X	Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X	Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
X	Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.
X	In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X	Refer to <a href="#">CDC guidance</a> for the use and care of masks
X	Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.
X	Post <a href="#">Symptom Signage</a> at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).
X	Utilize CDC guidance for <a href="#">cleaning, disinfection</a> , and <a href="#">hand hygiene</a> .
X	Schools should revise/continue to follow sick policies in alignment with <a href="#">The Outbreak Response Protocols: PreK-12</a> and communicate it to staff, students, and families.
X	Align your plan for managing staff and students if or when a someone in the building tests positive for COVID-19 with the CDC's <a href="#">What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</a> flowchart.
X	Share information with staff and students to remind them 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, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X	Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X	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.



**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. 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:
Angelo Garcia, Founder/ED Nichole Pinto, School Nurse	<a href="mailto:Angelo.garcia@SeguelFL.org">Angelo.garcia@SeguelFL.org</a> <a href="mailto:Nichole.Pinto@SeguelFL.org">Nichole.Pinto@SeguelFL.org</a>
	Cell Phone Number:
	401-481-3378 401-261-4171

2. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <https://forms.office.com/g/ESjpgYmqgb> and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.

Completed – 8/13

## 2. Instruction

Provide Assurance	Submit Evidence	
Instruction		
	X	a. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for <b>all</b> students. This plan must include an assessment of learning for multilingual learners and differently-abled students.
	X	b. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently-abled students as well as the information for all students generally.
X		c. Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X		d. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		e. Develop a system to continually monitor learning progress and loss.
X		f. Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
Remediation and Intervention		
	X	g. 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). In alignment with LEAP Task Force Priorities,





		<i>interventions specific to multilingual learners, differently abled students, and other student groups that have been historically marginalized should be noted in the plan.</i>
X		<i>h. Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.</i>
<b>Special Education Services</b>		
X		<i>i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.</i>
<b>Staff Supports</b>		
X		<i>j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</i>
X		<i>k. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>
X		<i>l. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</i>
<b>Family and Community Engagement (communication and partnerships)</b>		
	X	<i>m. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.</i>
X		<i>n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.</i>
X		<i>o. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.</i>

## Instructional Plan

### ASSURANCES:

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

X	<i>Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.</i>
X	<i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
X	<i>Develop a system to continually monitor learning progress and loss.</i>
X	<i>Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.</i>







X	Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.
X	Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
X	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X	Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X	Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X	Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

**EVIDENCE:**

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

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

Segue plans to administer regular assessments during the 21-22 school year in order to track students' progress towards learning goals and identify any needs that groups or individual students may display. This is the core function of Segue's MTSS practice, which works at the school and grade levels. A copy of Segue's 21-22 Assessment Calendar is included in the addendum section of this plan.

In conjunction with RIDE, Segue has adopted approved interim assessments for math, literacy, and science. To support MLLs and differently-abled students, Segue utilizes different forms of interim assessments that target specific skills and are available in students' native languages. In addition to school-wide assessments, Segue's teachers have received training in data use and formative assessment.

The purpose of these assessments is to inform instruction on a daily basis. Segue has adopted high-quality curricula that include effective formative assessment strategies. Teachers are required to include formative assessment data reflection in their data journals, which informs teacher evaluation outcomes (Embedded Practice).

Finally, teachers work in grade-level and content teams to review student work on a regular basis. These conversations take place during common planning periods, using protocols like ATLAS and the Cycle of Inquiry. All of these pieces of data and problem-solving sessions inform instructional decisions throughout the school year.





2. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently abled students as well as the information for all students generally.

Segue has worked with consultants from American Institutes for Research (AIR) and Achievement Network (ANet) to plan for accelerated learning to account for any COVID-related learning loss. This work has focused on Tier I instruction and ensuring that teachers are fully prepared and have internalized their curriculum.

This has led to increased focus on instructional unit outcomes and standards. This knowledge will allow teachers to make instructional decisions that will allow for reteaching of key content from the previous year. Additionally, Segue has designed a schedule that includes both maximized instructional time in core subjects and separate blocks for flexible intervention time.

Interventions will be informed by interim assessments and classroom data. Segue's teachers have studied research around accelerated learning that promotes the use of mixed-ability groupings within the general education classrooms.

As a fully inclusive model for both special education and ESOL instruction, Segue will leverage its co-teaching model to provide equitable instructional opportunities for all students. A key component of Segue's professional learning model for teachers is the use of the Tuning Protocol, which supports collaborative groups of teachers in modifying curriculum for MLLs.

Additionally, Segue's curriculum internalization protocol for both math and ELA supports teachers in modifying for all learners, including those who are differently-abled.

3. 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). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learner, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.

As stated previously, Segue will rely on its RTI/MTSS practices to identify and support students in need of additional supports. As part of a collaborative effort, Segue's administrators, academic coaches, teachers, counselors, behavior specialists, and support staff review data closely and plan for a wide variety of interventions.

Segue looks to its interim assessment data and classroom data to inform initial intervention needs. The team then pairs students' needs with appropriate evidence-based interventions. As part of this process, the team ensure that the students in most need receive intervention from specialists and/or teachers training in specific intervention programs.

This support is first planned for MLLs and differently-abled students. This year Segue is trying to establish flexible intervention groupings that provide opportunities for students requiring intervention support to work with their peers who are performing at or above grade-level.

The flexible intervention groupings will allow the team to consider multiple forms of assessment with specific criteria for exiting intervention status.





4. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.

As the school planned to re-open, Segue stakeholders were part of the conversation at a variety of levels.

Teachers/Staff were engaged in a three-week Professional Development Academy which began in early August and offered a comprehensive set of topics, including wellness and COVID updates offered by our Nurse and School Social Workers.

A copy of this PD Academy schedule is included in our addendum section.

Parents were engaged in a series of Orientations where all COVID Protocols were discussed including mask wearing policies and also in-person learning for all scholars.

As always, Segue maintains and practices an open-door policy and transparency practice that allows parents the opportunity to connect with school staff and administration to ask questions or bring up concerns.

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

Provide Assurance	Submit Evidence	
<b>Social-Emotional and Mental Health Support</b>		
X		a. Establish or maintain a support team focused on student and staff mental health and wellness.
	X	b. Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners.
X		c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X		d. Screen or evaluate, and continuously monitor students for mental health needs.
X		e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X		f. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
X		g. Provide resources for staff self-care, including resiliency strategies and RIDE's <a href="#">menu of mental health resources</a> .





## 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	Establish or maintain a support team focused on student and staff mental health and wellness.
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	Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X	Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
X	Provide resources for staff self-care, including resiliency strategies and RIDE’s menu of mental health resources.

### 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 for the LEA who will work with the district, RI Department of Health, and community partners.

The Segue Institute for Learning has two full time School Social Workers/Counselors. One for each school (elementary and middle). Both are licensed and certified.

During the pandemic months, Segue was able to ensure that all of our continued to utilize the resources we would continue to make available to our community as a Full-Service Community School.


More importantly, we also wanted to ensure that our families and scholars saw the work that we put into making sure students felt safe and secure while at school. As Segue “never closed” during the pandemic, we worked hard to continue our strong academic rigor along with our SEL initiatives and other supports.

Listed below is some feedback offered to the school through the SurveyWorks tool and reflects how much our families felt the support for their children even during a pandemic.





# Back 2 School RHODE ISLAND

 **Segue Institute for Learning**  
Spring 2021 Family Survey, Family-School Relationships Survey



## Social-Emotional Learning (SEL)

Your average

**83%**

139 responses

Change

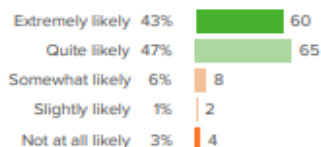
**▲ 3**

since last survey

State average: **68%** Rhode Island

How did people respond?

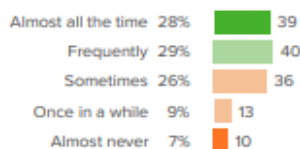
**Q.1: If your child fails to reach an important goal, how likely is she/he to try again?**



▲ 4 from last survey

Favorable: **90%**

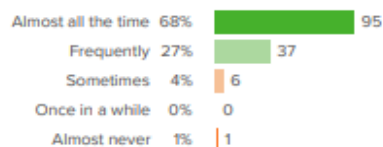
**Q.2: How often does your child remain calm, even if someone is bothering her/him or saying something bad?**



▲ 1 from last survey

Favorable: **57%**

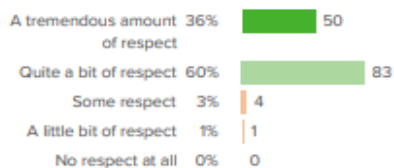
**Q.3: How often is your child prepared for class?**



▲ 1 from last survey

Favorable: **95%**

**Q.4: How much respect do students at your child's school show each other?**



▲ 9 from last survey

Favorable: **96%**



**RIDE** Rhode Island  
Department  
of Education



**RHODE  
ISLAND**

# Back 2 School RHODE ISLAND

Segue Institute for Learning  
Spring 2021 Family Survey, Family-School Relationships Survey



## School Safety

Your average

**83%**

139 responses

Change

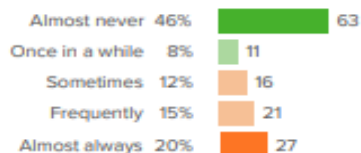
**▲ 4**

since last survey

State average: **78%** Rhode Island

How did people respond?

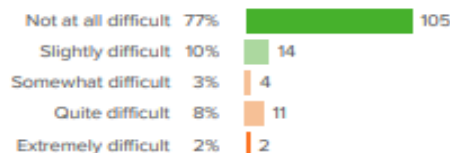
**Q.1: How often do you worry about violence at your child's school?**



▼ 1 from last survey

Favorable: **54%**

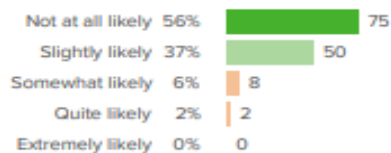
**Q.2: If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?**



▲ 11 from last survey

Favorable: **88%**

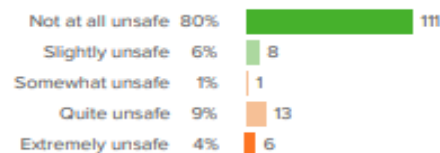
**Q.3: How likely is it that someone from your child's school will bully him/her online?**



▲ 5 from last survey

Favorable: **93%**

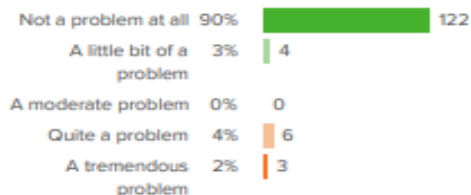
**Q.4: Overall, how unsafe does your child feel at school?**



▼ 1 from last survey

Favorable: **86%**

**Q.5: To what extent are drugs a problem at your child's school?**



▲ 3 from last survey

Favorable: **93%**



**RIDE** Rhode Island  
Department  
of Education



**RHODE  
ISLAND**



## Reopening Operations

Provide Assurance	Submit Evidence	
-------------------	-----------------	--

### Facilities and Maintenance

X		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).

### Operations (Budget, Staffing, Scheduling, Food Services)

X		e. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.)
X		f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
X		g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff

### Transportation

X		h. Assess student arrival and dismissal protocol (school bus drops off, parent drop off, etc.).
X		i. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> <li>- Mask requirement (by federal order)</li> <li>- Seating charts, with assigned seats as much as possible</li> <li>- Cleaning schedule</li> <li>- Open windows when safe and feasible</li> </ul>

### Technology

X		j. Designate a lead technology point of contact.
X		k. Develop a return to school technology plan.
X		l. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X		m. Survey families to determine technology needs.
X		n. Develop and revise process for inventory of technology, as needed.

### Family and Community Engagement (communication and partnerships)

X		o. 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.
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	X	p. Develop plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.
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## 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	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.
X	Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X	Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X	Establish procedures for entering the school building for teachers, students, visitors, vendors. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)
X	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.)
X	Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.
X	Assess student arrival protocol (school bus drops off, parent drop off, etc.).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Designate a lead technology point of contact.
X	Develop a return to school technology plan.
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.
X	Survey families to determine technology needs.
X	Develop and revise 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.

#### 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 plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

Segue will rely on its School-wide Innovations Team (SIT) as the core team for periodic review of this plan, particularly related to academic outcomes for students. The SIT includes representation from administration, staff, board, community, families, and students.

As Segue has done in the past, members of the SIT serve as liaisons between the school-wide team and stakeholder groups in order to seek feedback from individuals who do not serve on the SIT.

This team will meet three times per year (August/September, January, and June) through September 2024.





## Segue IFL Policies

- Universal Indoor Masking Protocol – State of RI and Department of Health.
- Addendum to Student and Family Handbook In Response to Covid-19 - Updated 7/2020 reviewed 8/2021
- Addendum to Segue Institute for Learning Employee Handbook in Response to COVID-19 - Updated 7/2020 and reviewed 08/21





### **UNIVERSAL INDOOR MASKING PROTOCOL**

**WHEREAS**, on August 19, 2021, the Governor of the State of Rhode Island, Daniel J. McKee, ordered and directed that local school districts and other educational agencies throughout the State (LEAs<sup>1</sup>) that have not adopted a universal indoor masking requirement shall be required to abide by a universal indoor masking protocol (Protocol) developed by the Rhode Island Department of Health (RIDOH), which Protocol shall require universal indoor masking by all students (two (2) years and older), staff, teachers, and visitors to K-12 schools.

**NOW, THEREFORE, I, NICOLE ALEXANDER-SCOTT, MD, MPH**, by virtue of the authority vested in me as the Director of Health of RIDOH, direct that LEAs that have not adopted a universal indoor masking requirement adopt the following Protocol:

#### **I. MASKING IN PUBLIC SCHOOLS**

##### **Indoor Mask Use**

It is required that all students, staff members, visitors, and vendors wear a mask when entering and while within LEAs.

At a minimum, masks shall:

- Cover nose and mouth and be secured under the chin;
- Fit snugly against the side of one's face with no gaps; and
- Not have exhalation valves or vents.

#### **II. EXCEPTIONS TO FACE COVERING REQUIREMENTS**

The following categories of persons, regardless of vaccination status, shall be exempt from any and all universal face covering policies, guidelines, and requirements:

- Children under the age of two (2) years;
- A person who cannot wear a mask or cannot safely wear a mask because of a "disability," as defined by the Americans with Disabilities Act, 42 U.S.C.

<sup>1</sup> As used in this Protocol, "LEA" has the same meaning as used in 34 C.F.R. § 300.28, and thus includes "a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools." *Id.*

State of Rhode Island





## Universal Indoor Masking Protocol

August 20, 2021

Page 2

§§ 12101 *et seq.* Also, in carrying out this Protocol, appropriate rules, regulations, and requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12134, and the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 *et seq.*, all as amended from time to time, as well as any other applicable laws, rules, and regulations, must be applied; and

- A person for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines and/or federal regulations.

### III. EXIGENT CIRCUMSTANCES

Recognizing that the continued prevalence of COVID-19 and all its variants creates a dynamic, emergent situation resulting in the potential change in public health and safety recommendations and orders from the CDC, RIDOH, and the Governor of the State of Rhode Island, as well as in the District's approach to health and safety measures, in the event any mandatory order is issued in this regard, or in the event of an unanticipated change in circumstances in which the Superintendent determines it is necessary, notwithstanding this Protocol, to immediately alter the District's response, the Superintendent is directed to forthwith conform with all such orders or alter the District's response to the COVID-19 pandemic, respectively.

### IV. DEVELOPMENT OF POLICY

The Superintendent shall develop a policy to facilitate this Protocol. This policy must include: (1) clear, pro-active pathways for engagement with staff, students, and their families about masking; (2) where and when—including, but not limited to, the front or main office—that the LEA will make masks available to the school community, free of charge<sup>2</sup>; (3) public-facing efforts to educate staff, students, their families, and other parties regarding the need to wear masks; (4) a system that ensures and verifies compliance with the Protocol and provides a uniform and comprehensive approach for addressing non-compliance with the Protocol; and (5) other actions to support the staff, students, and their families to promote healthy and safe decisions for LEAs.

This Protocol shall take effect immediately and remain in full force and effect through September 18, 2021 unless renewed, modified, or terminated by a subsequent Executive Order or Protocol.

So Directed,

A handwritten signature in black ink, appearing to read "Nicole Alexander-Scott".

Nicole Alexander-Scott, MD, MPH  
Director of Health

<sup>2</sup> RIDOH strongly encourages LEAs to heed federal guidance regarding which masks to purchase (and which masks may be counterfeit). See, e.g., [Face Masks, Including Surgical Masks, and Respirators for COVID-19 | FDA](#).







**Addendum to Student and Family Handbook In Response to Covid-19**  
**Updated 7/2020 reviews 8/2021**

**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
- 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 be offered excused absences with a letter/note from a physician.

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 are 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 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.

### **Social Distancing:**

Social distancing is critical to minimize the spread of COVID-19.

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. 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 A Mask to Enter Buildings.**
- It is recommended that the same adult drop off and pick up the child each day.
- 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.
- All employees are required to wear face coverings when in front of students.
- Face coverings are recommended in settings where people can easily and continuously maintain at least six feet of distance from other people.
- 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.

### **Masks:**

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).

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.
- 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.





**Addendum to Segue Institute for Learning Employee Handbook**  
**in Response to COVID-19**  
**Updated 7/2020 and reviewed 08/21**

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 any member of the Administrative Team, 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 Executive Director 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 supervisor as soon as possible if close contact occurred outside the workplace. Their supervisor will then work with the 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.





**Resources and Policies made available  
to member schools of the  
RI League of Charter Schools via legal counsel, August 2021.**

- COVID 19 Mandatory Personnel Vaccination Policy
- COVID Mandatory Face Covering/Mask Policy
- Request for Medical Exemption from COVID-19 Vaccine Form for Employees
- Request for Medical Exemption from COVID -19 Vaccine Form for Health Care Provider
- COVID-19 Mandatory Personnel Vaccination Policy
- COVID-19 Personnel Vaccination Policy (Vaccination Recommended)
- COVID-19 Student Vaccination Status Collection
- Request for Religious Exemption from COVID-19 Vaccine Form for [School] Employees
  - a. Personal Statement Form
  - b. Religious Entity Statement Form





## **COVID-19 Mandatory Personnel Vaccination Policy**

### **Purpose**

In response to the ongoing health crisis related to COVID-19 and to ensure the health or safety of our school community, effective immediately [SCHOOL] requires COVID-19 vaccines for all employees, as well as independent contractors, consultants, and/or volunteers who will be on school premises on a regular or recurring basis. [SCHOOL] has instituted this Policy to attempt to minimize the risk that individuals could pose a direct threat to the health of students, other employees, and volunteers.

In requiring such vaccinations, [SCHOOL] follows all current Rhode Island Department of Health (RIDOH), Rhode Island Department of Education (RIDE), and Centers for Disease Control and Prevention (CDC) guidance regarding COVID-19 vaccinations.

### **Scope**

[SCHOOL] does not administer vaccinations, but [SCHOOL] will require all employees and all applicable independent contractors, consultants, and/or volunteers to provide documentation, within the timeframe set by administration, that they have received a COVID-19 vaccination, and that the requisite amount of time has elapsed, before returning to, or commencing, their work responsibilities for [SCHOOL].

In addition to any documentation required by the administrator of the COVID-19 vaccination, all employees and all applicable independent contractors, consultants, and/or volunteers will also be required to sign a [SCHOOL] liability waiver form indicating that [SCHOOL] shall not be liable for any potential side effects of the COVID-19 vaccination sustained by any employees and all applicable independent contractors, consultants, and/or volunteers.

As otherwise provided in its policies, [SCHOOL] shall comply with the Americans with Disabilities Act (ADA), Title VII of the Civil Rights Act of 1964 (Title VII), and any other applicable federal or state law or regulations with respect to all requests for reasonable accommodations from eligible employees, including those related to an individual's disability or sincerely held religious belief, practice or observance. Employees, independent contractors, consultants, and/or volunteers who believe they are unable to receive the COVID-19 vaccine for any reason must contact [SCHOOL] administration.

### **Procedures**

School employees will be notified by administration as to the timeframe(s) within which employees must be vaccinated. [SCHOOL] will provide either onsite access to the vaccines, during normal work hours, or a list of locations to assist employees in receiving the vaccine on their own.

COVID-19 vaccinations are free, whether an individual has health insurance or not.





For off-site vaccinations, employees are to coordinate with their respective supervisors to schedule appropriate time to comply with this policy. If an employee obtains a vaccine during normal work hours (requiring the employee to miss time from work), the employee shall be compensated, at their individual, regular rate of pay.

[SCHOOL] shall also comply with all applicable Federal and Rhode Island laws and regulations regarding available leave related to obtaining the COVID-19 vaccine and/or recovering from the effects of the COVID-19 vaccine.

An employee's failure to obtain a COVID-19 vaccination may result in discipline, up to and including termination of employment. Independent contractors, consultants, and/or volunteers who do not obtain a COVID-19 vaccination may no longer be able to access [SCHOOL] premises or activities.





### COVID-19 Mandatory Face Covering/Mask Policy

**[NOTE – THIS POLICY IS NOT CURRENTLY REQUIRED ACCORDING TO RIDE/RIDOH GUIDANCE. MASKS ARE “STRONGLY ENCOURAGED” FOR STUDENTS IN GRADES K THROUGH 6 AND “STRONGLY RECOMMENDED” FOR UNVACCINATED STUDENTS IN GRADE 7 AND ABOVE AND VISITORS. NOTHING PROHIBITS YOUR SCHOOL FROM MANDATING MASK USE]**

#### **Purpose**

Students benefit from in-person learning. Safely returning to in-person instruction in the fall 2021 is a priority. Each student, staff member, teacher, and administrator as well as volunteers, independent contractors and consultants who access [SCHOOL] on a recurring basis, has a right to attend and/or work at a school which is safe and conducive to learning. Accordingly, in the context of the ongoing COVID-19 pandemic, it shall be the policy of the Board of Directors/Trustees to guard against community spread of the virus by taking reasonable precaution to protect the health and safety of all students, employees, visitors and others lawfully present on [School] property or at [School]-sponsored events. Due to the circulating and highly contagious Delta variant, the Centers for Disease Control and Prevention (CDC) recommends universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status.

#### **Scope**

For the 2021-2022 academic school year, universal indoor masking is required for all employees, students, and visitors while on the [School] premises and/or attending school functions or events, regardless of vaccination status. The mask or face covering must cover the nose, mouth, and chin. The [School] Board of Directors/Trustees will revisit this policy as necessary throughout the school year to ensure it complies with applicable laws and executive orders and is consistent with relevant guidance from the CDC, the Rhode Island Department of Health (RIDOH), and the Rhode Island Department of Education (RIDE).

#### **Mask Requirements\***

Acceptable face coverings include medical procedure masks (sometimes referred to as surgical masks or disposable face masks), masks made with breathable fabric (e.g. cotton) that are tightly woven (do not let light pass through when held up to a light source, masks with two or more layers and/or masks with inner filter pockets. Neck gaiters, as well as loosely tied bandanas, are not acceptable, nor are masks having exhalation valves or vents. Masks must cover the nose and mouth and must fit snugly against the side of the face with no gaps. Face shields do not replace the need to wear a face covering.







The [SCHOOL] shall have a supply of masks for employees, students and/or visitors who forget their masks or who may need a replacement mask during the day.

\*See [https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#anchor\\_1604966572663](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#anchor_1604966572663) for additional information on proper masking.

### Masking/Face Covering Indoors

Masks or face coverings are required for all employees, students and visitors when inside the school building. Per the CDC, consistent and correct mask usage by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be reliably maintained.

### Masking/Face Covering Outdoors

Masks and face coverings do not need to be worn when outdoors. However, employees, students, and visitors who are not fully vaccinated must wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other employees, students or visitors who are not fully vaccinated.

### Mask Requirements for School Buses

In accordance with an order from the CDC dated January 29, 2021, RIDE guidance, and subsequent directives from the Transportation Security Administration (TSA), masks are required to be worn on school buses **regardless of vaccination status**, unless a student receives a medical or behavior exemption. [School] expects its transportation employees and contractors to enforce this directive, to maintain seating charts, to seat family members together, and to keep windows open as much as possible.

### Mask Requirements for Athletics

During sports and related activities, all athletes must follow guidance specific for their sport from appropriate governing body of their sport. Masks will not be required for spectators for outdoor events, unless otherwise required by the host of the event if that event is not on the [SCHOOL's] premises; however, masking shall be consistent with this policy for spectators attending events indoors.

### Masking Exceptions/Exemptions

The following persons are exempted from the requirement to wear a mask or face covering:





- A child under the age of 2 years;
- A person with a disability who cannot wear a mask, or cannot safely wear a mask, because of a disability as defined by the Americans with Disabilities Act (42 U.S.C. 12101 et seq.).
- A person for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations.

Temporary removal of the mask or face covering is permitted where necessary for the following purposes:

- Actively engaging in an athletic or fitness activity including water-based activities;
- Consuming food or drink;
- For any emergency or medical purpose.
- During a designated, school-approved mask break period that is supervised by a teacher to ensure appropriate distancing and air circulation conditions are in place.

If/when a person is alone in a room/office, that person may temporarily remove their mask.

### **Penalties for Noncompliance**

School employees not in compliance with this policy will be placed on unpaid leave until their employment status is determined through appropriate channels of administrative review (reference [School] policy re: employee discipline and due process rights or other applicable policy).

In accordance with applicable guidance, there will be no adverse academic penalty for a child not wearing a face covering. Instead, reminders, along with additional safety protocols, may be appropriate. If the child is being willfully disobedient and refuses to comply with [School]'s COVID-19 Face Covering/Mask Policy, that behavior will be addressed according to regular disciplinary policies, and may subject the student to removal of school or suspension.





### **Request for Medical Exemption from COVID-19 Vaccine Form for Employees**

Employee Name: \_\_\_\_\_

Position: \_\_\_\_\_ School/Department: \_\_\_\_\_

[School] Email: \_\_\_\_\_

[School] policy requires that all employees receive a COVID-19 vaccination. A medical exemption may be granted upon receipt of a completed application not more than 6 months old, signed and certified by a licensed health care provider who is not related to the submitter, and whose specialty is appropriate to the associated condition.

Medical exemptions expire when the medical condition(s) contraindicating COVID-19 vaccination changes in a manner which permits vaccination, as determined by [School] in reviewing the request. The assigned expiration is at the sole determination of [School].

Individuals with an approved exemption shall be required to comply with additional testing and other preventive requirements as specified in the exemption approval and as may be updated by later notification and/or posting of requirements on the [School] website. In the event of an outbreak on or near [School], individuals with exemptions may be excluded from all school facilities and activities, in order to protect all members of the community, until the outbreak is declared to be over.

While [School] will carefully review all requests for medical exemptions, approval is not guaranteed. Once your request has been reviewed and processed, you will be notified, in writing, if an exemption has been granted or denied. If the approved exemption contains an expiration, upon expiration you will be expected to comply with the [School] COVID-19 vaccination policy. Should the condition continue, or a new vaccination contraindication occur, a new request with updated documentation is required. Decisions are final and not subject to appeal. Individuals whose requests have been denied are permitted to reapply if new documentation and information should become available.

Employees' medical exemption applications will be reviewed by [insert person/title]. Requesting an exemption does not equate to registration as an individual with a disability. If you require disability-related accommodations outside of this exemption, you must request such accommodations separately under [insert ADA accommodation policy]. Please contact [insert contact person] for more information.

Medical exemption process:

- Read the CDC COVID-19 Vaccine Information;
- Initial and sign the following page of this form;





- Have your Licensed Health Care Provider complete the provider section of this form; and
- Submit the completed documents.

Incomplete submissions will not be reviewed. Be sure all forms and documentation are submitted at one time.

Initial next to each of the statements below:

\_\_\_\_\_ I request exemption from the COVID-19 vaccination requirement due to my medical condition.

\_\_\_\_\_ I understand and assume the risks of non-vaccination. I accept full responsibility for my health, thus removing liability from [School] to the required vaccinations.

\_\_\_\_\_ I understand that as I am not vaccinated, in order to protect my own health and the health of the community, I will comply with assigned COVID-19 testing requirements and other preventive measures.

\_\_\_\_\_ I understand that in the event of an outbreak or threatened outbreak, I may be temporarily excluded or reassigned from [School] facilities and approved activities.

\_\_\_\_\_ I agree to comply with these restrictions and accept responsibility for communicating with supervisors and/or [insert appropriate contact] as appropriate to allow compliance with health and safety requirements for unvaccinated individuals.

\_\_\_\_\_ Should I contract COVID-19, and/or be identified as a close contact of someone who tests positive for COVID-19, I will immediately report it to [insert appropriate contact] and comply with all isolation and quarantine procedures specified by [School] and remove myself from the school community, if so advised.

\_\_\_\_\_ I acknowledge that I have read the CDC COVID-19 Vaccine Information.

\_\_\_\_\_ I understand and agree to comply with and abide by all [School] COVID-19 policies and procedures.

\_\_\_\_\_ I understand that this exemption will expire when the medical condition(s) contraindicating vaccination changes in a manner which permits vaccination, as determined by [School] in reviewing the request.

\_\_\_\_\_ I understand that, if approved, this exemption is provisional based on the current [School] COVID19 vaccination policy and is subject to change based on [School] requirements moving forward.

\_\_\_\_\_ I certify that the information I have provided in connection with this request is accurate and complete as of the date of submission.

\_\_\_\_\_ I understand this exemption may be revoked and I may be subject to [School] disciplinary action if any of the information I provided in support of this exemption is false.

Printed Name \_\_\_\_\_

Signature: \_\_\_\_\_





**Request for Medical Exemption from COVID-19 Vaccine:**  
**Health Care Provider Certification Form**

**Attention Health Care Provider:**

[School] policy requires that all school employees receive a COVID-19 vaccination.

\_\_\_\_\_ (insert patient's name) is requesting a medical exemption from this vaccination requirement. A medical exemption may be allowed for certain recognized contraindications.

Please certify below the medical reason that your patient should not be vaccinated for COVID-19 by completing this form and attaching available supporting documentation. Information provided on this form will be reviewed in consideration of the exemption request.

**Option 1 - Allergy**

\_\_\_\_\_ A documented history of a severe allergic reaction to any component of a COVID-19 vaccine or to a substance that is cross-reactive with a component. Please indicate which of the following vaccines are contraindicated and name the components, by vaccine NOTE: since egg free vaccine is available, history of egg allergy will not be accepted as a routine medical exemption.

- Moderna - List the component(s): \_\_\_\_\_
- Pfizer - List the component(s): \_\_\_\_\_
- Janssen/Johnson Johnson - List the component(s): \_\_\_\_\_

\_\_\_\_\_ A documented history of a severe allergic reaction after a previous dose of the COVID-19 vaccine Please indicate to which vaccine the patient had a reaction and the date of the vaccine & reaction

- Moderna - Date of Vaccine & Reaction: \_\_\_\_\_
- Pfizer - Date of Vaccine & Reaction: \_\_\_\_\_

**Option 2 – Physical Condition/Medical Circumstance**

\_\_\_\_\_ The physical condition of the patient or medical circumstances relating to the individual are such that vaccination is not considered safe. Please state, with sufficient detail for independent medical review, the specific nature and probable duration of the medical condition or circumstances that contraindicate vaccination with the COVID-19 vaccine.

Explanation:







### Option 3 - Other

\_\_\_\_\_ Other. Please provide this information in a separate narrative that describes, in detail, the medical condition or disability in detail that you opine would exempt this individual from vaccination.

Explanation:

### Certification

I certify that \_\_\_\_\_ (patient name) has the above contraindication and support the request for a medical exemption from the COVID-19 vaccine requirement at [School].

Medical Provider Name: \_\_\_\_\_

Medical Provider Specialty: \_\_\_\_\_

Signature: \_\_\_\_\_

Provider License Number: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Provider Company: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone number: \_\_\_\_\_





## **COVID-19 Mandatory Personnel Vaccination Policy**

### **Purpose**

In response to the ongoing health crisis related to COVID-19 and to ensure the health or safety of our school community, effective immediately [SCHOOL] requires COVID-19 vaccines for all employees, as well as independent contractors, consultants, and/or volunteers who will be on school premises on a regular or recurring basis. [SCHOOL] has instituted this Policy to attempt to minimize the risk that individuals could pose a direct threat to the health of students, other employees, and volunteers. In requiring such vaccinations, [SCHOOL] follows all current Rhode Island Department of Health (RIDOH), Rhode Island Department of Education (RIDE), and Centers for Disease Control and Prevention (CDC) guidance regarding COVID-19 vaccinations.

### **Scope**

[SCHOOL] does not administer vaccinations, but [SCHOOL] will require all employees and all applicable independent contractors, consultants, and/or volunteers to provide documentation, within the timeframe set by administration, that they have received a COVID-19 vaccination, and that the requisite amount of time has elapsed, before returning to, or commencing, their work responsibilities for [SCHOOL]. In addition to any documentation required by the administrator of the COVID-19 vaccination, all employees and all applicable independent contractors, consultants, and/or volunteers will also be required to sign a [SCHOOL] liability waiver form indicating that [SCHOOL] shall not be liable for any potential side effects of the COVID-19 vaccination sustained by any employees and all applicable independent contractors, consultants, and/or volunteers.

As otherwise provided in its policies, [SCHOOL] shall comply with the Americans with Disabilities Act (ADA), Title VII of the Civil Rights Act of 1964 (Title VII), and any other applicable federal or state law or regulations with respect to all requests for reasonable accommodations from eligible employees, including those related to an individual's disability or sincerely held religious belief, practice or observance. Employees, independent contractors, consultants, and/or volunteers who believe they are unable to receive the COVID-19 vaccine for any reason must contact [SCHOOL] administration.

### **Procedures**

School employees will be notified by administration as to the timeframe(s) within which employees must be vaccinated. [SCHOOL] will provide either onsite access to the vaccines, during normal work hours, or a list of locations to assist employees in receiving the vaccine on their own.

COVID-19 vaccinations are free, whether an individual has health insurance or not.





For off-site vaccinations, employees are to coordinate with their respective supervisors to schedule appropriate time to comply with this policy. If an employee obtains a vaccine during normal work hours (requiring the employee to miss time from work), the employee shall be compensated, at their individual, regular rate of pay. [SCHOOL] shall also comply with all applicable Federal and Rhode Island laws and regulations regarding available leave related to obtaining the COVID-19 vaccine and/or recovering from the effects of the COVID-19 vaccine.

An employee's failure to obtain a COVID-19 vaccination may result in discipline, up to and including termination of employment. Independent contractors, consultants, and/or volunteers who do not obtain a COVID-19 vaccination may no longer be able to access [SCHOOL] premises or activities.





## **COVID-19 Personnel Vaccination Policy (Vaccination Recommended)**

### **Purpose**

In response to the ongoing COVID-19 health crisis and to promote the health or safety of our school community, [school name] strongly recommends COVID-19 vaccines for all employees, as well as independent contractors, consultants, and/or volunteers who access the school on a recurring basis (collectively “employees” for the purposes of this Policy”), in order to attempt to minimize the risk that individuals could pose a direct threat to the health of other employees and students. In urging all employees to be vaccinated, [school name] follows all current Rhode Island Department of Health (RIDOH), Rhode Island Department of Education (RIDE), and Centers for Disease Control and Prevention (CDC) guidance regarding COVID-19 vaccinations.

### **Scope**

[School name] does not administer vaccinations, but will require all employees to indicate via the attached form whether they have received, intend to receive, or do not intend to receive a COVID-19 vaccination. Employees who choose to be vaccinated are encouraged to do so as soon as is practicable and shall submit documentation to [school name] confirming the date(s) of their COVID-19 vaccination. All documentation concerning an employee’s vaccination status shall be kept confidential and separate and apart from an employee’s personnel file.

As otherwise provided in [SCHOOL’S] policies, any employee deemed to pose a direct threat to the health and/or safety of individuals at the school shall be required to stay away from the school building(s), grounds, and school-related activities. For purposes of this policy, a “direct threat” is defined as “a significant risk of substantial harm to the health or safety of the individual or others that cannot be eliminated or reduced by reasonable accommodation.” [School name] will address such direct threats on a case-by-case basis consistent with all applicable laws and school policies.

As otherwise provided in its policies, [SCHOOL] shall comply with the Americans with Disabilities Act (ADA), Title VII of the Civil Rights Act of 1964 (Title VII), and any other applicable federal or state law or regulations with respect to all requests for reasonable accommodations from eligible employees, including those related to an individual’s disability or sincerely held religious belief, practice or observance.





## Procedures

[School name] does not administer vaccinations, but [School] will provide either onsite access to the vaccines, during normal work hours, or a list of locations to assist employees in receiving the vaccine on their own.

COVID-19 vaccinations are free, whether an individual has health insurance or not. For off-site vaccinations, employees are to coordinate with their respective supervisors to schedule appropriate time to comply with this policy.

If an employee obtains a vaccine during normal work hours (requiring the employee to miss time from work), the employee shall be compensated, at their individual, regular rate of pay. [SCHOOL] shall also comply with all applicable Federal and Rhode Island laws and regulations regarding available leave related to obtaining the COVID-19 vaccine and/or recovering from the effects of the COVID-19 vaccine.







## **COVID-19 Student Vaccination Status Collection**

### **Purpose**

In response to the ongoing COVID-19 health crisis and to promote the health or safety of our school community, [school name] maintains a strong interest in knowing and understanding the COVID-19 vaccination status of its students. Collection of this information allows for [insert school] to best prepare for, prevent, respond to, and mitigate COVID-19 outbreaks, both at school and within the school's communities. To this end, [insert school] has developed this Policy and will regularly review the procedures and processes contained herein as circumstances surrounding COVID-19 change. In collecting and maintaining student vaccination status information, [insert school] follows all current Rhode Island Department of Health ("RIDOH"), Rhode Island Department of Education ("RIDE"), and Centers for Disease Control and Prevention ("CDC") guidance.

### **Scope**

[School name]'s [insert responsible employee title] shall disseminate and collect the Student Vaccination Status Template included as Appendix 1 of this Policy to all students and their families via e-mail and regular mail. Students and families are required to respond to this request no later than [insert date that is appropriate for your school]. All information collected from the students and families shall be kept confidential and in a secure location, separate from the student's educational record. [insert school] shall not use this information for any purposes other than gaining an understanding of the entire student body's vaccination status and to develop and refine the school's COVID-19 policies and procedure. Unless a student or family is found to have knowingly provided false information to the school, no adverse action will be taken against any student or family based upon their response to the form or vaccination status. Knowingly providing false information concerning a student's vaccination status shall be subject to discipline in the same fashion as any other violation of [insert school]'s Code of Conduct.

In addition to the Student Vaccination Status Template, [insert school]'s health professionals who are authorized users of the Rhode Island Child and Adult Immunization Registry ("RICAIR") are permitted to and shall check RICAIR to confirm adequate up to date immunizations of students in order to avoid unnecessary immunizations, to attempt to control disease outbreaks or as otherwise needed to confirm compliance with state immunization requirements. In accordance with RIDOH guidance, [insert school's] authorized school health professionals may check and review RICAIR for the COVID-19 vaccination status, regardless of whether vaccines are mandated by the school or a state or local government agency. Any information obtained from RICAIR shall be kept confidential and shall not be used for any purpose other than set forth in this Policy.





Students and families are encouraged to share this information voluntarily with the school. However, if students or families have concerns about this Policy, they are invited to contact [Head of School] to discuss their concerns and attempt to reach a resolution.

### Appendix A: Student Vaccination Status Form – CONFIDENTIAL FORM

When responding to this inquiry about whether you (or your student) have been vaccinated, provide no more information than is contained on a COVID-19 Vaccination Record Card. Please do not submit any additional medical or family history information in your response, including a reason for deciding to be vaccinated or not to be vaccinated.

In lieu of this form, students and families may present a copy of the student's completed COVID-19 Vaccination Record Card. All information provided will be maintained in compliance with all applicable laws.

1. Name of Student: \_\_\_\_\_

2. Vaccination Status:

1. Fully vaccinated \_\_\_\_\_  
     Date of first shot \_\_\_\_\_  
     Date of second shot (if Moderna or Pfizer) \_\_\_\_\_
2. Partially vaccinated \_\_\_\_\_  
     Date of first shot \_\_\_\_\_  
     Scheduled/expected date of second shot \_\_\_\_\_
3. Currently unvaccinated; plan to be vaccinated \_\_\_\_\_  
     Scheduled/expected date of first shot \_\_\_\_\_
4. Currently unvaccinated; do NOT plan to be vaccinated \_\_\_\_\_

I understand I am required to provide accurate information in response to the questions above and that failure to do so may result in disciplinary action. By signing below, I certify that I have accurately and truthfully answered the questions above. I also understand that if I stated that I am fully or partially vaccinated, [School] may request documentation of my vaccination status (e.g., a copy of my vaccine card)

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Student (or Parent of Minor Student): \_\_\_\_\_

Date: \_\_\_\_\_ Contact Phone Number: \_\_\_\_\_





### **Request for Religious Exemption from COVID-19 Vaccine Form for [School] Employees**

Employee Name: \_\_\_\_\_  
 Position: \_\_\_\_\_ School/Department \_\_\_\_\_  
 [School] Email: \_\_\_\_\_

[School] policy requires that all employees receive a COVID-19 vaccination. A religious exemption may be granted if an individual: (i) holds sincere religious beliefs which are contrary to the practice of vaccination, (ii) completes this form, and (iii) provides the required documentation to support the exemption request. [School] is committed to providing a safe, inclusive, and supportive experience for all and recognizes sincere observance of faith as it pertains to the practice of vaccination.

If approved, the exemption will remain in effect for the duration of the current fiscal year. Individuals with approved exemptions may request to recertify exemptions each year. Individuals with an approved exemption shall be required to comply with COVID-19 testing and other preventive requirements specified in the exemption approval and as may be updated by later notification and/or posting of requirements on the [School] website. In the event of an outbreak on or near [School], individuals with exemptions may be excluded from all school facilities and activities, in order to protect all members of the [School] community, until the outbreak is declared to be over.

While [School] will carefully review all requests for religious exemptions, approval is not guaranteed. [School] will carefully review each request and determine if the request should be granted. After your request has been reviewed and processed, you will be notified, in writing, if an exemption has been granted or denied. The decision is final and not subject to appeal. Individuals are permitted to reapply if new documentation and information should become available.

Important

Note: Faculty and staff religious immunization exemptions will be reviewed by [insert person/title]. Please note that requesting a religious immunization exemption does not equate to a workplace religious accommodation. If you require religious accommodations, please contact [insert contact person/email address] for more information.

Religious exemption process:

- Read the CDC COVID-19 Vaccine Information;
- Initial and sign the following page of this form;
- Complete the Personal Statement Form;
- Have your religious leader complete the Religious Organization Statement Form; and
- Submit the completed documents.





Incomplete submissions will not be reviewed. Be sure all forms and documentation are submitted at one time.

Initial next to each of the statements below:

- ☐ I request exemption from the COVID-19 vaccination requirement due to my sincere religious beliefs.
- ☐ I understand and assume the risks of non-vaccination. I accept full responsibility for my health, thus removing liability from [School] to the required vaccinations.
- ☐ I understand that as I am not vaccinated, in order to protect my own health and the health of the community, I will comply with assigned COVID-19 testing requirements and other preventive measures.
- ☐ I understand that in the event of an outbreak or threatened outbreak, I may be temporarily excluded or reassigned from [School] facilities and approved activities.
- ☐ I agree to comply with these restrictions and accept responsibility for communicating with supervisors and/or [insert appropriate contact] as appropriate to allow compliance with health and safety requirements for unvaccinated individuals.
- ☐ Should I contract COVID-19, and/or be identified as a close contact of someone who tests positive for COVID-19, I will immediately report it to [insert appropriate contact] and comply with all isolation and quarantine procedures specified by [School] and remove myself from the school community, if so advised.
- ☐ I acknowledge that I have read the CDC COVID-19 Vaccine Information.
- ☐ I understand and agree to comply with and abide by all [School] COVID-19 policies and procedures.
- ☐ I understand that, if approved, this exemption is provisional based on the current [School] COVID19 vaccination policy and is subject to change based on [School] requirements moving forward.
- ☐ I certify that the information I have provided in connection with this request is accurate and complete as of the date of submission.
- ☐ I understand this exemption may be revoked and I may be subject to [School] disciplinary action if any of the information I provided in support of this exemption is false.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





**Request for Religious Exemption from COVID-19 Vaccine  
Personal Statement Form**

Employee Name: \_\_\_\_\_  
Position: \_\_\_\_\_ School/Department: \_\_\_\_\_  
[School] Email: \_\_\_\_\_

In the space below, please provide a personal written and signed statement detailing the religious basis for your vaccination objection, explaining why you are requesting this religious exemption, the religious principle(s) that guide your objections to vaccination, and the religious basis that prohibits the COVID-19 vaccination. Please attach additional documentation, if necessary.

I certify that my statement above is true and accurate and that I hold a sincere religious belief that is against the receipt of the COVID-19 vaccination.

Printed Name: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_





**Request for Religious Exemption from COVID-19 Vaccine  
Religious Organization Statement Form**

Name of Observant: \_\_\_\_\_

Name of Religious Organization: \_\_\_\_\_

Religious Organization Address and Email: \_\_\_\_\_

Name of Religious Leader and Title: \_\_\_\_\_

For Religious Leader: In the space below, please provide a written and signed statement supporting the basis of the observant's faith/beliefs which are contrary to the practice of vaccination or use of the COVID-19 vaccination. Please attach additional documentation, if necessary.

I certify that my statement above is true and accurate and that the above-named observant is a member of my religious organization in good standing and holds a sincere religious belief that is against the receipt of the COVID-19 vaccination.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_







## Other Support Documents

- Appointment Letter to LEAP Task Force – RIDE/Commissioner Infante-Green
- Segue 2021 – 2022 school calendar
- The Segue Pledge
- Segue 2021 – 2022 Assessment Calendar
- Segue Staff/Board Matrix 2021 – 2022 (updated August 2021)
- Segue Floor plans elementary and middle school buildings
- Segue fiscal report/spreadsheet reflecting funds spent on COVID support to the school community.
- Segue Summer 2021 Staff Professional Development Academy Schedule-August 2021
- Segue IFL Sample Schedules
  1. Elementary School
  2. Middle School
- Safety Pictures and Signage



# Back School RHODE ISLAND



State of Rhode Island  
DEPARTMENT OF EDUCATION  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

Angélica Infante-Green  
Commissioner

February 9, 2021

## APPOINTMENT TO THE RHODE ISLAND LEARNING, EQUITY & ACCELERATED PATHWAYS (LEAP) TASK FORCE

Dear Appointed Task Force Member,

Thank you for agreeing to serve on the Rhode Island Department of Education (RIDE) Learning, Equity, and Accelerated Pathways (LEAP) Task Force. I look forward to working with you over the next couple of months to unearth solutions to the learning recovery challenge our state faces, together. This commitment will begin on February 11<sup>th</sup>, 2021 and end on March 31<sup>st</sup>, 2021.

The RIDE LEAP Task Force will include practitioners, parents, students, community leaders, experts and a variety of stakeholders across the State of Rhode Island. A cross-departmental team at RIDE will work together to support the Task Force, and to oversee the implementation of its recommendations. Additionally, national researchers with expertise in various aspects of accelerated learning recovery will be involved in the Task Force to share evidence and support discussions.

To address ongoing concerns with Rhode Island's learning recovery, the Task Force will focus on, but not be limited to, the following goals:

- (1) assess the conditions of "learning loss" in the schools and communities across Rhode Island;
- (2) identify research-based, high leverage strategies for equitable learning recovery; and
- (3) establish strategic focus for learning recovery in Rhode Island and align stimulus funding to identified priorities.

The Task Force will not only provide a forum for collective learning from national experts, as well as interaction and feedback from state-wide stakeholders on the collective learning challenge we face across the state, but the Task Force will also play a central role in providing recommendations to Commissioner Infante-Green on the priorities and the strategic direction of our educational pathways work in Rhode Island. Attached is a copy of the committee charge which we will discuss with you at the first Task Force meeting.

As a member of the Task Force, you will be invited to attend six meetings hosted by the RIDE via Zoom. When you join the Zoom meeting, please be sure to use your first and last name as well as the name of your organization (e.g., Angélica Infante-Green, RIDE). Please note that depending on the schedule of the expert panels, meeting schedules might shift slightly. As of today, the schedule is as follows:

Telephone (401)222-4600 Fax (401)222-6178 TTY (800)745-5555 Voice (800)745-6575 Website: [www.ride.ri.gov](http://www.ride.ri.gov)

The Board of Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin, or disability.



**RIDE** Rhode Island  
Department  
of Education



**RHODE  
ISLAND**



# Back 2 School RHODE ISLAND

Meeting Date	Meeting Time	Meeting Topic
February 11 <sup>th</sup>	11:30-1:30pm	Kick Off Session
February 16 <sup>th</sup>	8:30-10:00am	Understanding Root Causes
February 23 <sup>rd</sup>	8:30-10:00am	Drawing Upon National Expertise
March 2 <sup>nd</sup>	8:30-10:00am	Drawing Upon National Expertise
March 9 <sup>th</sup>	2:00-3:30pm	Drawing Upon National Expertise
March 16 <sup>th</sup>	8:30-10:00am	Recommendations

Ana Riley, RIDE Deputy Commissioner of Instructional Programs, and Exeter-West Greenwich Superintendent Jim Erinakes will serve as Task Force co-chairs. I am grateful for their leadership. I realize that this will be an aggressive schedule and members may not be able to attend all meetings. However, we want to make sure that your voice is heard and reflected in the work. As such, Dr. Kelvin Roldán, Deputy Commissioner for System Transformation, will work with Task Force members in between meetings to ensure alignment. You may also contact [LEAPTaskForce@ride.ri.gov](mailto:LEAPTaskForce@ride.ri.gov) for support. They, or RIDE staff, may be in contact to answer any questions, as well as to provide information related to the meeting agenda.

Please note that in agreeing to serve, your name will be included in press releases and external materials related to this work. It is also important to note that as this topic is of interest and concern to so many in the community, all meetings will be open to the public and as such, there may be press and members of the public in the Zoom room at any given point.

Finally, thank you for your commitment to collaborating to find solutions for educational recovery by serving on the RIDE's LEAP Task Force.

Sincerely,



Angélica Infante-Green  
Commissioner

Telephone (401)222-4600 Fax (401)222-6178 TTY (800)745-5555 Voice (800)745-6575 Website: [www.ride.ri.gov](http://www.ride.ri.gov)

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# Back School RHODE ISLAND

## Task Force Participants and Experts

The LEAP Task Force engaged in a participatory, evidence-informed, data-driven process to understand the academic and social-emotional impact of COVID-19 in partnership with practitioners, parents, students, community leaders, experts, and a variety of stakeholders across the State of Rhode Island. RIDE is leveraging this process to develop recommendations that inform strategy (short- and long-term) and align resources to achieve coherence.

Commissioner Infante-Green announced the following individuals to serve as members of the LEAP Task Force:

Ashley Adamson,  
RI Teacher of the Year, Portsmouth

Marcela Betancur,  
Latino Policy Institute

Dr. Khechara Bradford,  
Providence Public Schools

Andrew Bramson,  
College Crusade of Rhode Island

Dr. Jonathon Brice,  
Bristol-Warren Regional School  
Department

Mario Bueno,  
Progreso Latino

Hon. Sandra Cano,  
Rhode Island Senate

Victor Capellan,  
Senior Advisor to the Commissioner

Jeremy Chiappetta,  
Blackstone Valley Prep Mayoral Academy

Paige Clausius-Parks,  
Rhode Island Kids Count

Sean Doyle,  
RIFTHP Member, Teacher in West  
Warwick

Jim Erinakes,  
Exeter-West Greenwich School  
Department

Angelo Garcia,  
Segue Institute for Learning

Angélica Infante-Green,  
Commissioner

*Learning, Equity & Accelerated Pathways Task Force Report*



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# Back 2 School RHODE ISLAND

## SEGUE INSTITUTE FOR LEARNING | 2021 - 2022 CALENDAR\*

This calendar is subject to change without notice. Please contact Segue at [401] 721-0964 with any questions.

June 26<sup>th</sup> - July 12<sup>th</sup> Segue Closed

4 - Independence Day

5 - Holiday Observed

6-30 - Segue Summer School

Intentional Home Visits

52 Week Staff at School

2-20 Staff PD (Teachers Return)

9 - RI Heritage Day (observed)

14 - Segue Board Retreat/Mtg.

23 - Kinder/3<sup>rd</sup> Grade Begin

30 - All students in school

School Days - 7

6 - Labor Day

13 - Kids Café Dinner Begins

20 - Afterschool Programs Begin

School Days - 21

1 - Mr. Garcia's Birthday!

11 - Indigenous People's Day

13 - Early Dism. 12:00 Fam Conf

14 - Early Dism. 12:00 Fam Conf

15 - Early Dism. 12:00 Fam Conf

21 - Progress Report Trimester 1

18 - Segue Board Meeting

22 - Staff PD day - No School

School Days - 19

4 - Progress Reports distributed

11 - Veteran's Day

13 - End of 1<sup>st</sup> Trimester

18 - Segue Picture Day

23 - Report Cards Distributed

24 - Early Dismissal 12:00 pm

25-26 - Thanksgiving Break

School Days - 19

3 - Staff PD Day - No School

17 - Afterschool Programs End

20 - Segue Board Meeting

22 - Early Dismissal 12:00 pm

23 - January 1st Holiday Break

School Days - 15

JULY 2021

S	M	T	W	Th	F	S
					1	2
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

AUGUST 2021

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				

SEPTEMBER 2021

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	

OCTOBER 2021

S	M	T	W	Th	F	S
						1
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

NOVEMBER 2021

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					

DECEMBER 2021

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					

JANUARY 2022

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					

FEBRUARY 2022

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					

MARCH 2022

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					

APRIL 2022

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					

MAY 2022

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					

JUNE 2022

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					

1 - Holiday Break

3 - Segue PD Day - No School

4 - Students Return to School

10 - Afterschool Session II Begins

17 - Martin Luther King Jr.'s B-Day

26 - Early Dism. 12:00 Fam Conf

27 - Early Dism. 12:00 Fam Conf

28 - Early Dism. 12:00 Fam Conf

School Days - 19

5 - Progress Reports distributed

21-25 - February Break

28 - End of 2<sup>nd</sup> Trimester

28 - Segue Board Meeting

School Days - 15

4 - Report Cards Distributed

18 - Staff PD Day - No School

School Days - 22

12 - Early Dism. 12:00 Fam Conf

13 - Early Dism. 12:00 Fam Conf

14 - Early Dism. 12:00 Fam Conf

15 - Good Friday No School

18 - 22 - April Break

25 - Segue Board Meeting

29 - Progress Reports distributed

School Days - 15

13 - Staff PD Day - No School

20 - Afterschool Session II Ends

30 - Memorial Day

School Days - 20

13 - Segue Board Meeting

18 - Grade 8 Graduation!

21 - Last Day of Class Early Dismissal

21 - Final Report Cards

22 - 24 End of Year Staff PD

School Days - 15

\*Approved by Segue Board - February 2021

Total Days - 187





# Back 2 School RHODE ISLAND



## THE SEGUE PLEDGE

I am a student at the Segue Institute for Learning.  
Every day I will work towards being the best that I can be.

I will show Respect to all students  
and adults of my community.

I will express Enthusiasm towards school  
and strive to be my best.

I will work towards the Achievement of Segue Standards.

I will model true Citizenship and try to make a difference.

I will engage in Hard Work to reach my Goals.

This is my Pledge.

I am a Student at the Segue Institute for Learning.







## 2021-2022 Assessment Calendar

Aug/Sept 2021	<b>STAR Beginning of Year Assessment</b> <ul style="list-style-type: none"> <li>- Week of August 30th: Grades 3 - 8</li> </ul> <b>K Screeners</b> <ul style="list-style-type: none"> <li>- Month of September</li> </ul>
October 2021	<b>STAR Progress Monitoring (Interventions Only)</b> <ul style="list-style-type: none"> <li>- Week of October 4th: Grades 3 - 8</li> </ul>
November 2021	<b>STAR Progress Monitoring (Interventions Only)</b> <ul style="list-style-type: none"> <li>- Week of November 15th</li> </ul> <b>K Progress Monitoring</b> <ul style="list-style-type: none"> <li>- Month of November</li> </ul>
December 2021	No Assessments Scheduled
January 2022	<b>ACCESS (MLLs Only)</b> <ul style="list-style-type: none"> <li>- Begins January 10th</li> </ul> <b>STAR Progress Monitoring (Interventions Only)</b> <ul style="list-style-type: none"> <li>- Week of January 10th</li> </ul> <b>K Winter Benchmark</b> <ul style="list-style-type: none"> <li>- Month of January</li> </ul>
February 2022	<b>ACCESS (continues)</b> <ul style="list-style-type: none"> <li>- Ends February 18th</li> </ul> <b>STAR Winter Benchmark (Grades 3 - 8)</b> <ul style="list-style-type: none"> <li>- Week of February 7th</li> </ul>
March 2022	<b>STAR Progress Monitoring (Interventions Only)</b> <ul style="list-style-type: none"> <li>- Week of March 28th</li> </ul>
April 2022	<b>RICAS ELA/Literacy (Grades 3 - 8)</b> <ul style="list-style-type: none"> <li>- Week of April 4th</li> </ul> <b>STAR Progress Monitoring (Interventions Only)</b> <ul style="list-style-type: none"> <li>- As needed</li> </ul>
May 2022	<b>RICAS Math (Grades 3 - 8)</b> <ul style="list-style-type: none"> <li>- Week of May 9th</li> </ul> <b>RI Next Generation Science Assessment (Grades 5 &amp; 8 only)</b> <ul style="list-style-type: none"> <li>- Week of May 16th</li> </ul> <b>STAR Progress Monitoring (Interventions Only)</b> <ul style="list-style-type: none"> <li>- As needed</li> </ul>
June 2022	<b>STAR Spring Benchmark Assessment (Grades 3 - 8)</b> <ul style="list-style-type: none"> <li>- Week of June 6th</li> </ul> <b>K Spring Benchmark</b> <ul style="list-style-type: none"> <li>- Month of June</li> </ul>



# Back 2 School RHODE ISLAND

## SEGUE INSTITUTE FOR LEARNING

Where ALL Students are "AT PROMISE"

### Staff Matrix 2021/2022 – Updated August 2021



**Mission Statement** – 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 which promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community.

\*Mrs. Melissa Lourenco  
Founder/Director of Academics

\*Mr. Angelo Garcia  
Founder/Executive Director

\*Mrs. Ann Manocchio  
Director of Finance/Operations

\*Mr. Kevin Montoya  
Elementary School Principal

\*Mrs. Amanda Muratori  
Middle School Principal

#### Academic Staff

##### Grade K:

Ms. Chloe Olean (K1)  
Ms. Jillian Whiteside (K2)

##### Grade 3:

Mrs. Lindsay Foster  
Ms. Carly Ogushechewitz

##### Grade 4:

Mrs. Arissa DiFillippo  
Ms. Hollie DiOrio

##### Grade 5/6:

Ms. Alexis Cellars  
Mr. John Rosenbaum

Ms. Jayne Enos  
Ms. Nicole Fockler

##### Grade 7/8:

Ms. Catherine Somerville  
Mr. Joshua Chevalier  
Mrs. Caely Flynn - 8<sup>th</sup> Grade Innovations Tch

##### Academic Coaches:

Mrs. Megan Starr - Literacy  
Mrs. Edith Ospina - Reading Specialist  
Mrs. Jaclyn Casey - Mathematics

##### Teaching Fellows:

Mrs. Michelle Laboissonniere (K)  
Ms. Cassandra Santiago (K)  
Ms. Paula Guidales (3/4)  
Mr. Alberto Cardona (5/6)  
Mr. Marcelo Osorio (7/8)

#### SAFE Department

##### (Student and Family Engagement)

Ms. Grace Rivera  
SAFE Administrative Support

Ms. Linda Blair  
Student Opportunities Coordinator

Ms. Rainha Soares  
Alumni Program/ALEC Coordinator

Mrs. Nadya Sanchez  
Family Engagement Coordinator

Mrs. Monica Cortes  
Family Engagement Asst. Coordinator

Mr. Josh Laboissonniere  
Behavior Specialist/Middle School

Ms. Alexis Kutenplon - Rayess  
Behavior Specialist/Elem. School

Ms. Freila Tejeda  
School Social Worker/Middle School

Ms. Katie Tavares  
School Social Worker/Elem. School

Mrs. Nichole Pinto  
School Nurse

\* = School Administration

#### Individual Needs Department

Mrs. Janet Griffith  
Special Ed. Admin Consultant  
Ms. Rebecca Dopp - Kindergarten  
Special Education Teacher  
Ms. Alysha DeCrescenzo (3/4)  
Special Education Teacher  
Ms. Samantha Hillery (5/6)  
Special Education Teacher  
TBA - (7/8)  
Special Education Teacher

#### Technology Department

Mr. Angel Mendez  
Technology/Information Systems  
Mr. Janlouis Amadis  
Technology Support



Segue Institute for Learning  
325 Cowden Street  
Central Falls, RI 02863  
401 - 721-0964 www.SIFL.org

#### Operations Department

Ms. Dorothy Rivera-Perez  
Finance Support/Human Resource Staff

Ms. Maybi Pineda – Cante  
Ms. Blanca Sanchez  
Front Office Support Staff

Mr. Richard Seaman  
Building Custodian

Mr. Adam Manocchio  
Building Custodian

#### MAGnT Team:

Mr. Matthew Urban – Phys. Ed/Health  
Mrs. Margarita Cardona – World Language  
Ms. Emily Moran – Art  
Mr. Christopher Croteau – Music  
Ms. Valerie Biascochea – MAGnT Fellow

Ms. Taisha Pepin, Crusade Advisor

#### Segue Board of Directors

Mr. David Ahlborn, Chair  
Mrs. Maria Cruz  
Mrs. Carolina Duque  
Ms. Ingrid Franco  
Mr. Sebastian Gonzalez  
Mr. Lee Lewis  
Dr. Anthony Rodriguez  
Mrs. Lauren Schechtman  
Mrs. Mimi Tsiane



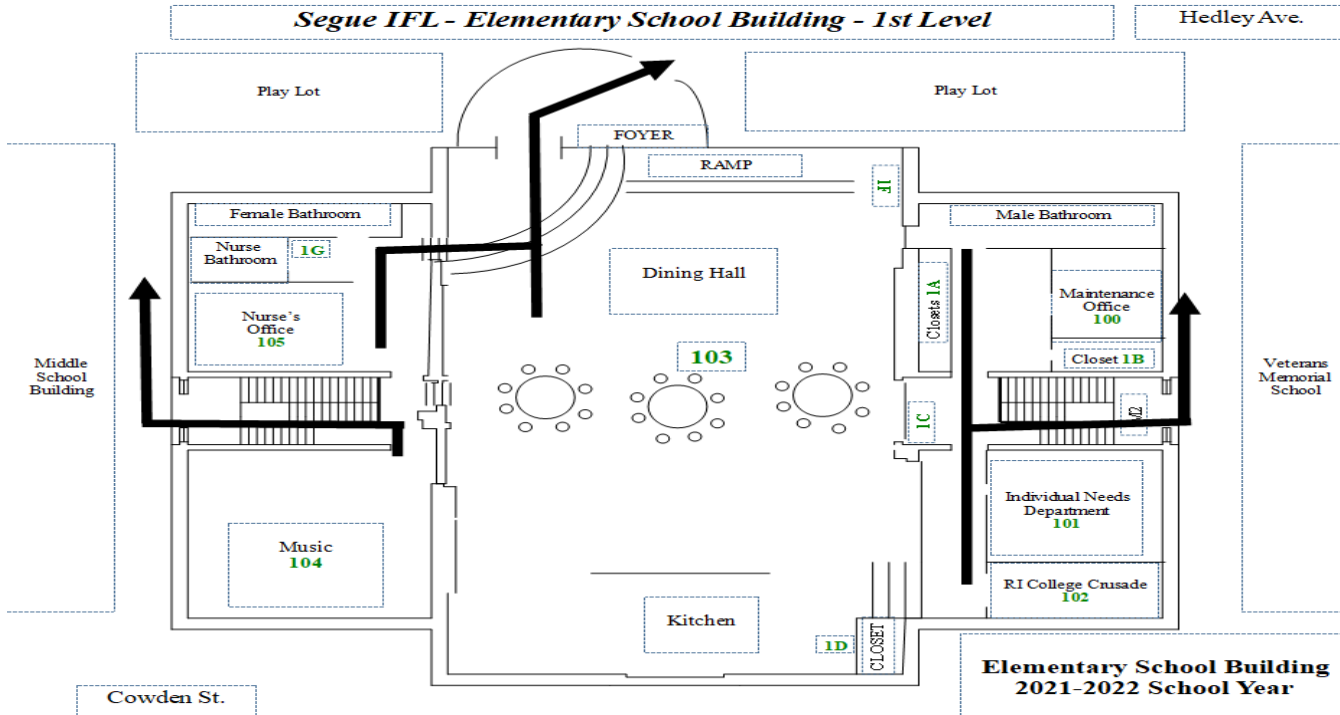
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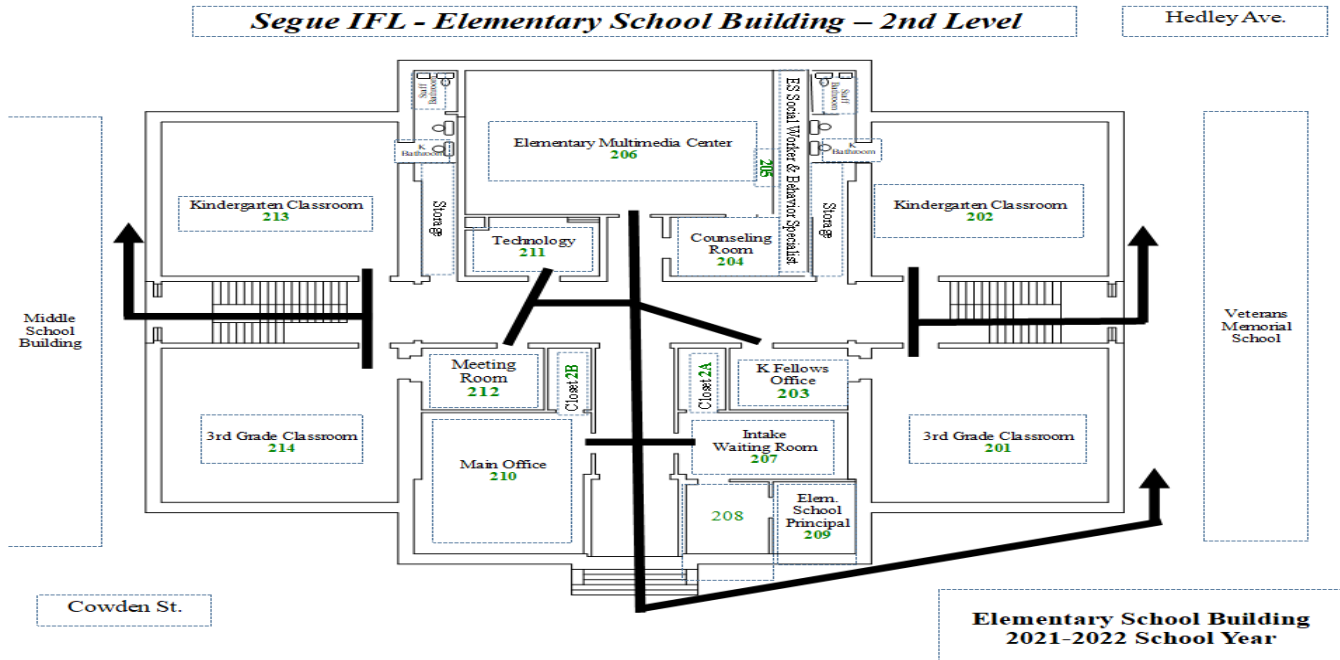
**RHODE  
ISLAND**

# Back 2 School RHODE ISLAND

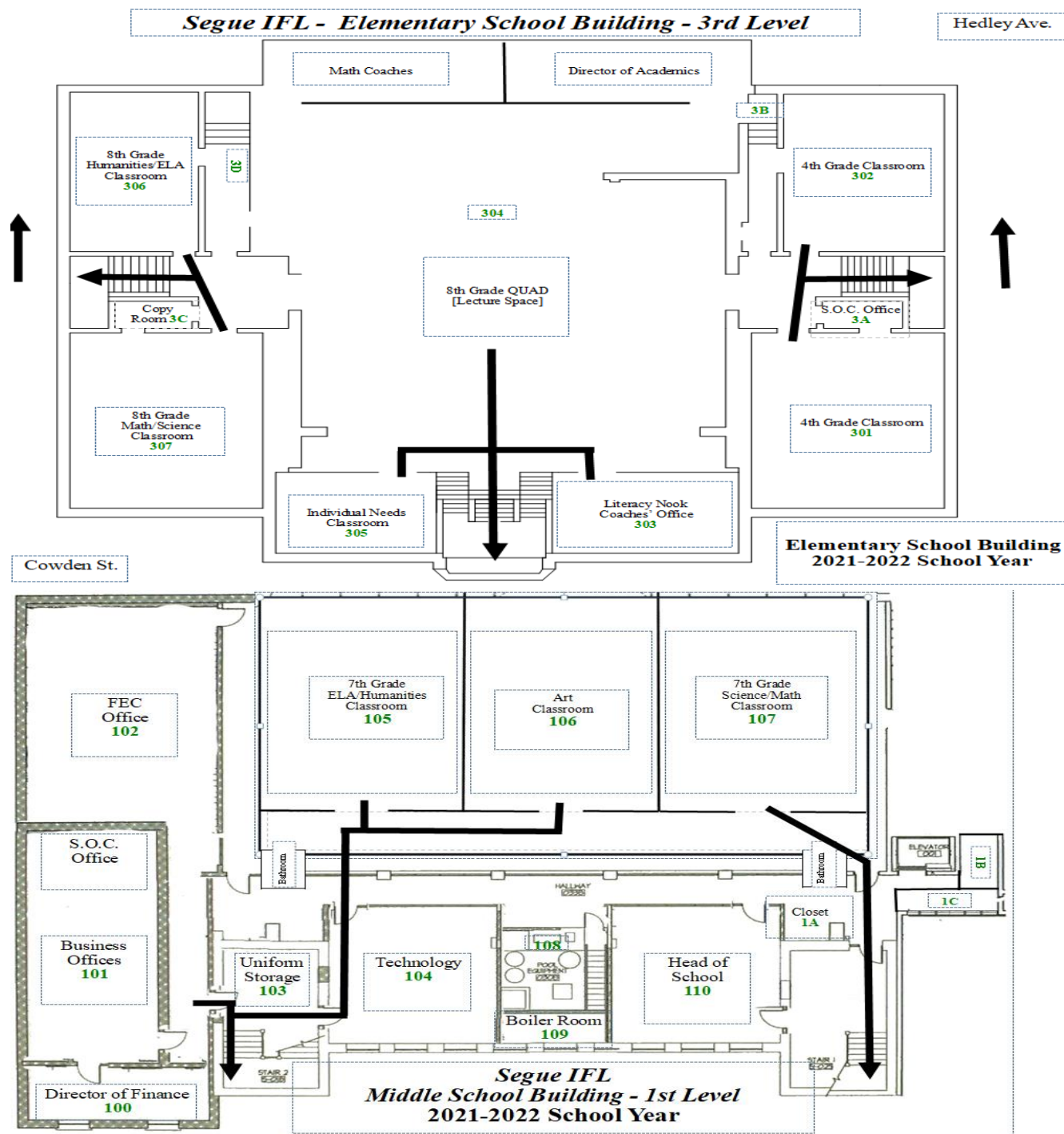
*Segue IFL - Elementary School Building - 1st Level*



*Segue IFL - Elementary School Building - 2nd Level*

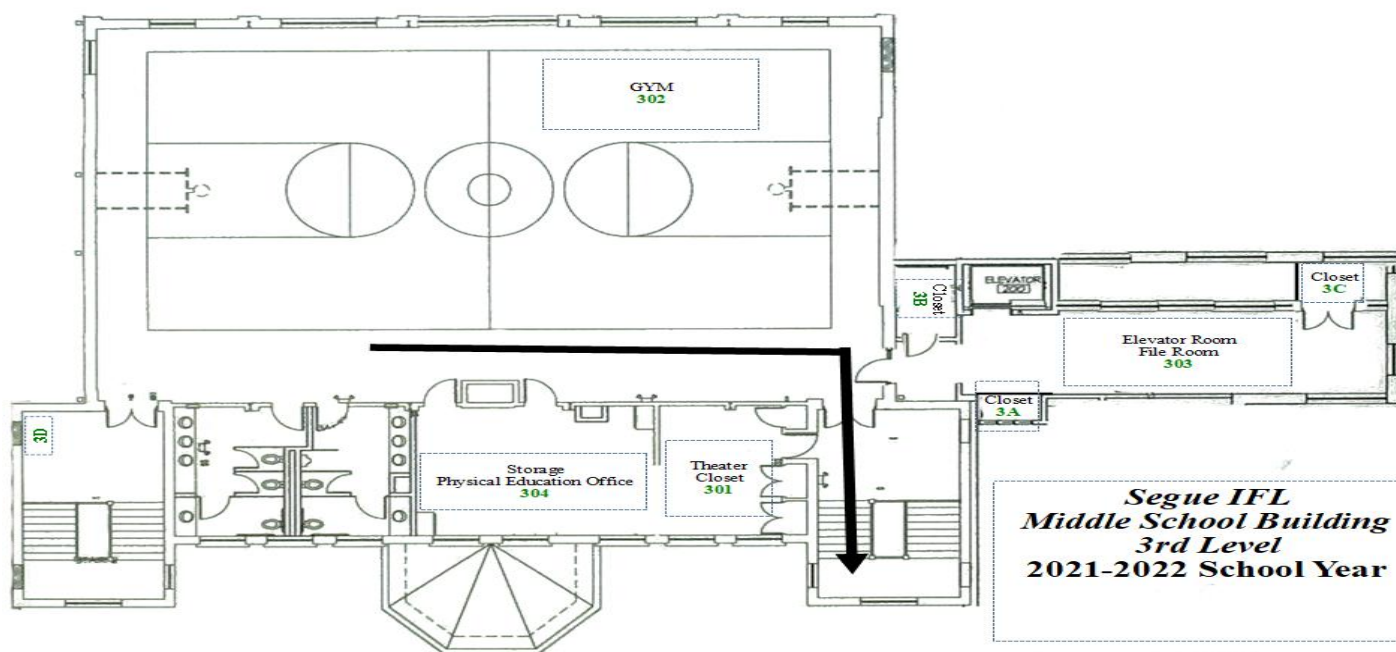
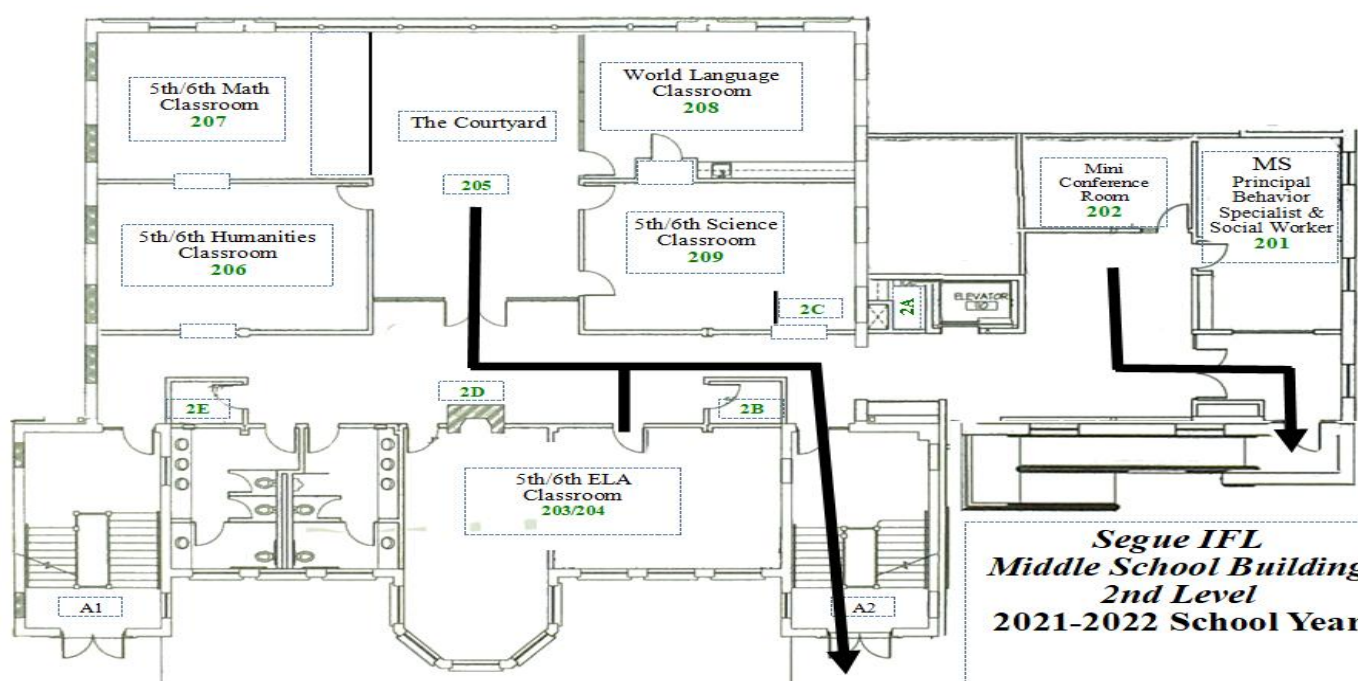


# Back 2 School RHODE ISLAND





# Back School RHODE ISLAND



# Back School RHODE ISLAND

Vendor	Item	Date	Esser	Impact Aid	General Fund	RIHEBC
Total			\$25,333.00	\$40,754.50		
North American Refrigeration	Coolers	17-Sep	\$ 2,798.00			
Dollar Tree	Take home bags for food	25-Sep	\$ 53.50			
Job Lot (Mr Garcia Reim)	Gloves, containers for milk trash in classrooms	1-Sep	\$ 138.99			
Michael's	Plastic partitions	20-Sep	\$ 92.09			
Amazon	Smocks for porters	3-Sep	\$ 329.85			
Amazon	Poster paper for Covid signage	3-Sep	\$ 65.49			
Belnick	Medical cots	1-Sep	\$ 1,623.87			
Walmart	Chromebook bags	28-Aug	\$ 765.64			
Home Depot	Box fans	26-Aug	\$ 838.31			
BJ's	Student home supplies	23-Aug	\$ 103.76			
Home Depot	Cleaning supplies	20-Aug	\$ 381.60			
Target	Student home supplies	13-Aug	\$ 113.33			
Target	Student home supplies	11-Aug	\$ 431.97			
Amazon	Student home supplies	9-Aug	\$ 365.36			
Amazon	IT	8-Aug	\$ 465.79			
Dollar Tree	Student home supplies	6-Aug	\$ 538.00			
Dollar Tree	Student home supplies	5-Aug	\$ 89.19			
Amazon	Carts for porters	4-Aug	\$ 1,074.00			
Amazon	Student home supplies	4-Aug	\$ 91.34			
Amazon	Batteries for thermometers	26-Jul	\$ 45.58			
Amazon	Walking ropes for students	22-Jul	\$ 199.50			
Amazon	Bungee cords for tents	15-Jul	\$ 43.70			
Amazon	2 tents for isolation	15-Jul	\$ 539.98			
Amazon	face masks	6-Oct	\$ 17.25			
WB MAsOn	Table sneeze guard - 4	30-Sep				\$ 2,599.96
WB Mason	Sanitizing wipes	24-Aug				\$ 143.88
WB Mason	Custodial carts	21-Aug				\$ 970.32
WB Mason	face masks	19-Aug				\$ 69.00
WB Mason	Disinfectant sprayers	30-Jul				\$ 3,299.97
WB Mason	Face masks - individually wrapped	28-Jul				\$ 2,225.51
WB Mason	custom decals for student lines	28-Jul	\$ 628.95			
Home Depot	Trash cans for classrooms, gloves, duct tape	2-Sep	\$ 979.24			
Office Depot	Webcams for distance learning	15-Sep	\$ 1,497.79			
Amazon	Poster paper for Covid signage	22-Sep	\$ 129.98			
Amazon	Walkie talkies	7-Oct	\$ 152.99			
Amazon	Batteries for walkie talkies	22-Sep	\$ 5.99			
Amazon	Gowns		\$ 82.40			
Amazon	Gowns		\$ 74.39			
Amazon	Replacement laptops		\$ 1,101.91			
Zoom	Subscriptions for distance learning	23-Sep	\$ 7,344.00			
Janitech	Entryway rugs		\$ 1,531.25	\$ 1,043.75		
Amazon	Gowns			\$ 156.79		
School Nurse Supply	Aero Cleanse Gel Sanitizer			\$ 4,995.00		
	Face Shields			\$ 1,950.00		
	Thermometers			\$ 747.50		
	Glass thermometers			\$ 729.00		
School Nurse Supply	Sanitizing Station Stands			\$ 3,525.00		
School Nurse Supply	Gel Sanitizer					





# Back School RHODE ISLAND

Vendor	Item	Date	Esser	Impact Aid	General Fund	RIHEBC
Amazon	Air purifiers and filters (25)			\$ 6,497.78		
Amazon	replacement laptops				\$ 635.99	
	Thermometers			\$ 1,076.50	\$ 819.26	
	Face shields				\$ 179.64	
	Disinfecting spray				\$ 276.90	
	Micro Plus Cleaning Detergent				\$ 719.88	
	Hands free door openers				\$ 149.90	
	Face masks N95				\$ 69.00	
	Gowns isolation				\$ 299.50	
	Gel sanitizer				\$ 197.94	
	Gym equip sanitizer				\$ 499.95	
	Gel sanitizer hand				\$ 923.72	
	Disposable buckets for cleaning solution				\$ 120.00	
	Gel sanitizer dispenser				\$ 2,177.34	
ACP Direct	Headphones				\$ 487.50	
Walmart	Heaters & extension cords				\$ 827.11	
CFSD/Chartwells	GO Bags food delivery				\$ 735.94	\$ 491.36
Amazon 12/11/20 order	Gloves (10 boxes @ 135/bx)			\$ 1,350.00		
	Gloves (15 boxes @ 135/bx)			\$ 2,025.00		
	15 Air purifiers (225.99 each)			\$ 3,389.85		
	Disposable Gowns (10- 75 pks @116.39 each)			\$ 1,163.90		
	Portable Room Dividers (2@ 1050 each)			\$ 2,100.00		
<b>Signage supplies</b>						
Bright White Paper Co.	Epson Ink- 700ML Cyan			\$ 265.00		
	Epson Ink- 700ML Magenta			\$ 265.00		
	Epson Ink- 700ML Matte Black			\$ 265.00		
	Epson Ink- 700ML Photo Black			\$ 265.00		
	Epson Ink- 700ML Yellow			\$ 265.00		
	Ink Maintenance tanks			\$ 149.90		
	Heavyweight paper			\$ 599.60		
	Satin finish paper			\$ 536.85		
	Indoor/outdoor banner material			\$ 787.80		
	Shipping			\$ 175.00		
WBMason	Vinyl paper roll 2 pk			\$ 247.98		
Amazon	5 (2pk) banner paper			\$ 327.45		
Office Depot	Printers (3)			\$ 899.97		
	Black ink (8)			\$ 263.92		
	Color ink (8)			\$ 515.92		
ShopPOPDisplays				\$ 5,086.66		
				\$41,666.12		\$ 9,800.00
			\$24,734.98	\$41,666.12	\$ 8,383.63	\$ 9,800.00
<b>Total</b>						<b>\$84,584.73</b>



# Back 2 School RHODE ISLAND

## Segue IFL August 2021 - COMMUNITY

### Staff Professional Development Training Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
August 2	3	4	5	6
Bfast 8:00 – 8:30 8:30 Community meeting <u>Mr. David Ahlborn</u> <u>Segue IFL Board Chair</u> 9:00 Segue Story 9:30 – History of CF 10:00 Break 10:15 – Community Mapping 11:30 – 12:30 – LUNCH 12:30 – <u>What's your story?</u> <u>Mr. Garcia</u> 1:00 – Falcon Family Group Coat of Arms/Norms 3:00 Dismissal	Bfast 8:00 – 8:30 8:30 Community meeting 8:30- <u>What's your story?</u> <u>Melissa Lourenco</u> 9:00-11:30 Segue Academics *Academic Snapshot *How do we know what they know? *Segue IFL Goals for the upcoming year. 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 Office Hours	Bfast 8:00 – 8:30 8:30 Community meeting <u>Enrique Newman</u> <u>Progreso Latino</u> 9:00-11:30 am Mr. Mendez/Mr. Arnadis Technology at Segue. *First Falcon Fan Mail of the year 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 Office Hours	Bfast 8:00 – 8:30 8:30 Community meeting <u>Carolyn Sheehan, Founder</u> <u>Blackstone Academy</u> 9:00 – 11:30 am Segue Starters – Our first K! Early Childhood Education. Ms. Olean and Ms. Dopp 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 Office Hours	Bfast 8:00 – 8:30 8:30 Community meeting <u>Coleen Yaroshenko</u> <u>ClaimsPro</u> 9:00-11:30 am HR at Segue. Staff Manual/Work Logistics Find that form! Mrs. Manocchia and Ms. Rivera Perez 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 Office Hours
9	10	11	12	13
<b>NO WORK</b>  <b>RI Independence Day!</b>  <i>Get Some Rest!</i>	Bfast 8:00 – 8:30 8:30 Community meeting <u>Mayor, Maria Rivera</u> 9:00 – 10:00 Safe Spaces - Jayne Enos 10:00 – 11:30 How do you spell HOPE? Christine & Anthony Meglio 11:30 – 12:30 - LUNCH ----- 12:30 – 3:00 Office Hours	Bfast 8:00 – 8:30 8:30 – 11:00 Mrs. Pinto/Ms. Tavares Health/Wellness and COVID 101 at Segue 11:00 Community meeting <u>Lydia Perez, Artist/Activist</u> 11:30 – 1:00 <b>Staff Potluck</b> ----- 1:00 Early Dismissal (Make Up Time/Orientation)	Bfast 8:00 – 8:30 8:00 Community meeting <u>What's Your Story – Ms. Blair and Ms. Soares</u> 8:30 – 9:15 ALE/NEST 9:15 – 12:00 *Be GLAD Language Training – Ms. Rinaldi 12:00 – 1:00 – LUNCH ----- 1:00 – 3:00 Office Hours	Bfast 8:00 – 8:30 8:30 Community meeting 9:00 – 11:30 <u>Principal Presentations</u> 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 Office Hours
16	17	18	19	20
Bfast 8:00 – 8:30 8:30 Community meeting <u>Andrew Schiff</u> <u>RI Community Food Bank</u> 9:00 – 11:30 Mrs. Sanchez/Mrs. Cortes THE FEC at SEGUE 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 PlayWorks Training (Elem)	Bfast 8:00 – 8:30 8:30 Community meeting <u>Ryan Loiselle</u> <u>Friends Way</u> 9:00 – 11:30 <u>Partnership with Friends' Way. Trauma Training</u> 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 Office Hours	Bfast 8:00 – 8:30 8:30 Community meeting <u>What's Your Story?</u> <u>Mr. L.</u> 10:00 <u>RIDE Commissioner</u> <u>Angelica Infante Green</u> 9:00 - 11:30 Mr. L School Safety Training 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 Office Hours	Bfast 8:00 – 8:30 8:30 Community meeting <u>What's Your Story?</u> <u>Mrs. Manocchia</u> 9:00 – 11:30 Getting Ready for Scholars 11:30 – 12:30 – LUNCH ----- 12:30 – 3:00 Getting Ready for Scholars	Bfast 8:00 – 8:30 8:30 Community meeting 9:30 - 1:30 <b>City Wide Scavenger Hunt</b> ----- 1:30 Early Dismissal





## SIFL Elementary Schedule [SAMPLE]

Kindergarten			
		CG1: Ms. Olean Outstanding Owls	CG2: Ms. Whiteside Wonderful Wolves
35	7:30-8:05	Breakfast & Academic Centers	Breakfast & Academic Centers
25	8:05-8:30	Morning Meeting	Morning Meeting
15	8:30-8:45	Phonemic Awareness Block	Phonemic Awareness Block
70	8:45-9:55	Content (ELA)	Content (ELA)
25	9:55-10:40	Academic Centers	Academic Centers
45	10:40-11:05	Recess	Recess
25	11:05-11:30	Lunch	Lunch
20	11:30-11:50	DEAR/Library/Read Aloud	DEAR/Library/Read Aloud
70	11:50-1:00	Content (ELA/MATH)	Content (ELA/MATH)
50	1:00-1:50	MAGNET	MAGNET
35	1:50-2:25	Content (HUM/SCI)	Content (HUM/SCI)
25	2:25-2:50	Closing Circle/Dismissal Prep	Closing Circle/Dismissal Prep
15	2:50-3:05	Dinner [Dining Hall]	Dinner [Dining Hall]
5	3:05-3:10	EOD Announcements	EOD Announcements
5	3:00-3:15	Dismissal	Dismissal
465	Schedule Minutes		
465	School Minutes		





## SIFL Elementary Schedule [SAMPLE]

Grade 3			
TM	Time	CG 1 - Mrs. Foster Kind Koalas	CG 2 - Ms. Oguschewitz Gators
15	7:30-7:45	Breakfast	
25	7:45-8:10	Morning Meeting	
85	8:10-9:35	Content [MATH]	
55	9:35-10:30	MAGNET	
35	10:30-11:05	Academic Intervention I LITERACY Mrs. Foster Ms. DeCrescenzo	Academic Intervention I LITERACY Ms. Oguschewitz Ms. Guidales
25	11:05-11:30	Lunch	
35	11:30-12:05	Academic Intervention II MATH Mrs. Foster Ms. DeCrescenzo	Academic Intervention II MATH Ms. Oguschewitz Ms. Guidales
25	12:05-12:30	Recess [Bathroom Break AFTER 12:25] Ms. DeCrescenzo w/ Mrs. Foster	
20	12:30-12:50	DEAR/Library	
80	12:50-2:10	Content [ELA/MATH]	
50	2:10-3:00	Content [HUM/SCI]	
5	3:00	Dismissal Prep	
5	3:05	EOD Announcements	
5	3:15	Dismissal	
465	Schedule Minutes		
465	School Minutes		





## SIFL Elementary Schedule [SAMPLE]

Grade 4			
TM	Time	CG 1 - Mrs. DiFillippo Trailblazers	CG 2 - Ms. DiOrio Adventurers
15	7:30-7:45	Breakfast	
25	7:45-8:10	Morning Meeting	
85	8:10-9:35	Content [MATH]	
55	9:35-10:30	MAGNET	
35	10:30-11:05	Academic Intervention I LITERACY Ms. DiOrio Mrs. Cardona	Academic Intervention I MATH Mrs. DiFillippo Mrs. Ospina
25	11:05-11:30	Lunch	
35	11:30-12:05	Academic Intervention II MATH Mrs. DiFillippo Mrs. Cardona	Academic Intervention II LITERACY Ms. DiOrio Mrs. Ospina
25	12:05-12:30	Recess	
20	12:30-12:50	DEAR/Library	
80	12:50-2:10	Content [ELA/MATH]	
50	2:10-3:00	Content [HUM/SCI]	
5	3:00	Dismissal Prep	
5	3:05	EOD Announcements	
5	3:15	Dismissal	
465	Schedule Minutes		
465	School Minutes		





## SEGUE IFL MIDDLE SCHOOL SCHEDULES - SAMPLE

Start	End	5A	5B	6A	6B
7:30	7:45	Arrival	Arrival	Arrival	Arrival
7:45	8:15	Advisory Groups			
8:15	8:19				
8:19	8:34	Breakfast In cafeteria			
8:34	8:38				
8:38	9:38	ELA	SCI	HUM	MATH
9:38	9:42				
9:42	10:42	SCI	HUM	MATH	ELA
10:42	10:46				
10:46	11:46	HUM	Math	ELA	SCI
11:46	11:50				
11:50	12:12	Lunch	Lunch	Lunch	Lunch
12:12	12:16				
12:16	12:31	Drop	Everything	And	Read
12:31	13:01	Literacy	Literacy	Math	Math
13:01	13:05				
13:05	14:05	Math	ELA	SCI	HUM
14:05	14:09				
14:09	15:05	PE MonTues	PE MonTues	L MonTues	M MonTues
		M WedTh	A WedTh	PE WedTh	PE WedTh
15:05	15:10	Announcements	Announcements	Announcements	Announcements
15:10	15:15	Dismissal	Dismissal	Dismissal	Dismissal







## SEGUE IFL MIDDLE SCHOOL SCHEDULES – SAMPLE

		7A	7B	8A	8B
Start	End				
7:30	7:45	Arrival	Arrival	Arrival	Arrival
7:45	8:15	Advisory Groups			
8:15	8:19				
8:19	9:15	PE MonTues A WedTh	PE MonTues L WedTh	M MonTues PE WedTh	A MonTues PE WedTh
9:19	9:23				
9:23	9:38	Breakfast In cafeteria			
9:38	9:42				
9:42	10:42	SCI	HUM	ELA	MATH
10:42	10:46				
10:46	11:46	HUM	SCI	MATH	ELA
11:46	11:50				
11:50	12:15	Math	Math	Literacy	Literacy
12:15	12:19				
12:19	12:41	Lunch	Lunch	Lunch	Lunch
12:41	12:45				
12:45	13:00	Drop	Everything	And	Read
13:00	14:00	MATH	ELA	SCI	HUM
14:00	14:04				
14:04	15:04	ELA	MATH	HUM	SCI
15:05	15:10	Announcements	Announcements	Announcements	Announcements
15:10	15:15	Dismissal	Dismissal	Dismissal	Dismissal



# Back School RHODE ISLAND

## School Posters -



2. Wear Masks when entering and moving about buildings.

1. Practice Social Distancing as much as possible.



# Segue Stay Safe!



3. Wash Your Hands properly and often.



4. Stay Home when you are not feeling well.



# Back School RHODE ISLAND



1. Práctica  
Distanciamiento  
Social tanto  
como posible.



2. Use máscaras al  
entrar y moverse  
por los edificios.

## Segue manténgase seguro!



3. Lávese las manos  
correctamente y con  
frecuencia.



4. Quédate en casa cuando  
no te sientas bien.





# Back 2 School RHODE ISLAND



# Back School RHODE ISLAND

