
Portsmouth School Department: Fall Reopening Plan 2020-2021

~Charting the Course to Excellence in Uncharted Waters~



District: Portsmouth
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Message from the Superintendent

Dear Members of the PSD Community,

The Portsmouth School Department is committed to returning all students and staff for the 2020-21 school year in the safest and most educationally appropriate manner possible. Our plan was developed using the latest guidance from the Rhode Island Department of Education and Rhode Island Department of Health (as informed by guidelines established by the Centers for Disease Control). This plan addresses a range of possible scenarios to include full in-person, partial in-person, and limited in-person instruction. The final decision on which scenario we open the 2020-21 school year under will be made in accordance with state education and health officials later in August. It is quite possible that we may be forced to switch between scenarios at any time due to changes throughout the school year.

I want to thank all members of our PSD community that helped to develop this plan. Over 100 individuals from various stakeholder groups contributed their time and expertise to these planning efforts throughout June and July. Many of these individuals will help us to further refine our plan throughout the summer and school year as changes or updates are warranted. We will of course provide frequent communications regarding our plan and updates.

While none of us chose the current path we are on we will continue to work together to ensure the best possible school year for all!

Sincerely,

Thomas W. Kenworthy

Thomas W. Kenworthy, Ed.D.
Superintendent



Portsmouth Reopening Timeline

June 2020 - PSD Reopening Steering Committee, School-Based Teams, and Sub-Committees selected

June 19, 2020 - Reopening Guidance from the [Rhode Island Department of Education](#) (RIDE) Released

June 23, 2020 - Portsmouth Reopening Steering Committee Initial Meeting (Additional meetings continue throughout June and July)

July 1, 2020 - Subcommittee Meetings Begin (Additional meetings continue throughout July)

July 10, 2020 - Draft Plan Submitted to [District Management Group](#) (DMG)

July 15, 2020- [DMG Feedback](#) Received

July 16, 2020- Revisions made to Plan

July 17, 2020 - Final Reopening Plan Submitted to RIDE

July 28, 2020- [RIDE Feedback](#) Received

July 29, 2020- Revisions made to the Plan

July 30, 2020- [Community Forum](#) to review details of Plan

August 2020 - School-Based Teams will actualize the District Plan

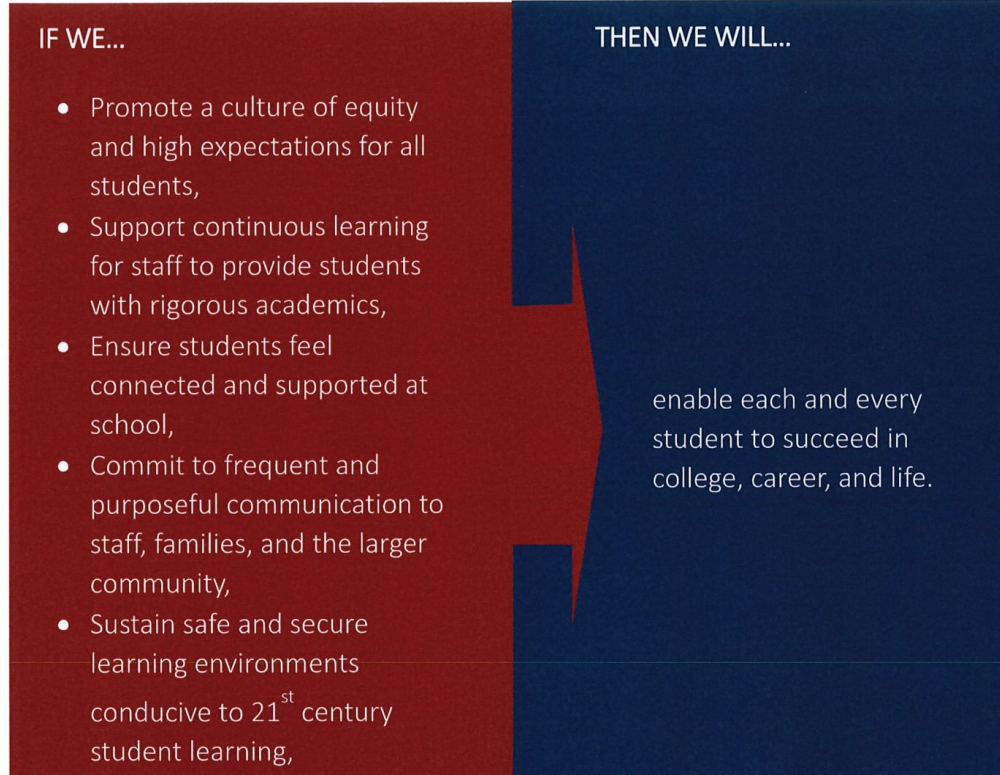
August 17, 2020 - Final Determination on Reopening Scenario will be made in conjunction with state education and health officials

August 31, 2020 - First day of the 2020-21 School Year



Portsmouth Theory of Action from the PSD Strategic Plan 2019-2024

Portsmouth School Department's Theory of Action reflects our core beliefs about what will lead to long-term success for our students, families, community, and staff.





Portsmouth Priority Areas from the PSD Strategic Plan 2019-2024

Using our Theory of Action as a guide, Portsmouth School Department has identified five priority areas to direct our efforts and resources over the next five years to achieve our mission, to mitigate and address our challenges, and to guide our district in allocating our efforts and resources in a more purposeful manner.

- 1 Academic Rigor for All Students
- 2 Social – Emotional Supports
- 3 Professional Development
- 4 Communication
- 5 Facilities



Vision and Guiding Principles for Re-opening

As noted in our [Strategic Plan](#), the Portsmouth School Department's (PSD) mission is to engage all students in rigorous learning opportunities supported by a high quality and challenging curriculum and superior teaching to prepare them to thrive in an ever changing world. As we plan for our reopening, we will stay focused on this mission, ensuring that whether distance learning or in-person, our students continue to be provided with a rigorous and robust education.

Modeled by RIDE, Portsmouth's core principles for this process are to provide the highest quality educational experiences for all children while implementing the best strategies to ensure the health and safety for our students and the entire educational community. As a district we have made tremendous progress through implementing distance learning in the last several months, but recognize that educational outcomes, social emotional health, and well-being of students are optimal when students can learn in person. Understanding of COVID-19 and related best practices is constantly evolving through better data, research, and examples from other countries.

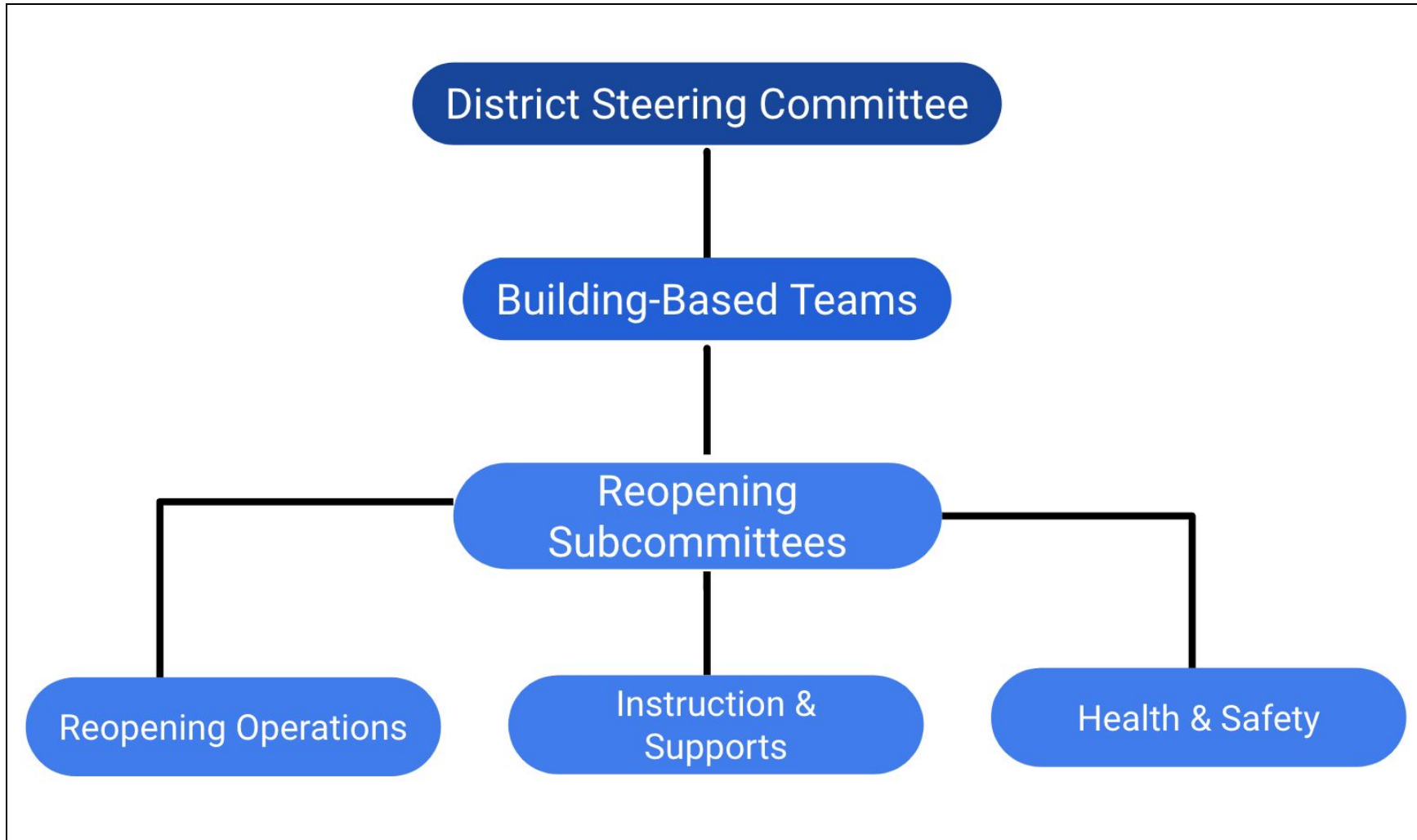
With that in mind, PSD is committed to returning all students and staff for the 2020-21 school year in the safest and most educationally appropriate manner possible. We brought together various groups of stakeholders to help advise us in this process. Our reopening schools committees were composed of administrators, staff, students, parents, and community members.

The PSD Reopening Committees were focused on:

- Serve as advisory committees during the COVID-19 global pandemic
- Evaluating and Analyzing current and future planning of distance learning practices
- Commenting on various developed action plans at the district and school level
- Assisting with developing action plans for the reopening of school



PSD Reopening Committee Structures





Reopening Steering Committee Members

Thomas Kenworthy- Superintendent

Elizabeth Viveiros- Assistant Superintendent

Lisa Colwell- Director of Pupil Personnel Services

Chris Diluro- Director of Finance & Administration

Joe Amaral- PHS Principal

João Arruda- PMS Principal

Lisa Little- Hathaway Principal

Danielle Laurie - Melville Principal

James Dean- Facilities

Steve Costa- Technology

Linn Alvarnas- School Nurse

Keri Jardine- NEA Union President

Melissa Cabral- Council 94 President

Cate Holtman - School Committee

Marci Tryon- Community Mental Health

Kara Jelley - Parent

Maeve Sullivan - PHS Student

Sgt. Rick Ruest - Portsmouth Police Department

Rich Rainer - Town Administrator

Keith Hamilton - Town Council

Laurie Dias-Mitchell - Little Compton Superintendent



Health and Safety Subcommittee Members

Lisa Colwell, Chair		James Dean, Co-Chair	
Allen Shers, Ports. SC	Linn Alvarnes (MEL, District)	Tara Joncas, PMS	Chris Vuolo Fecteau, HATH
Joao Arruda(PMS)	Erika Magilton, MEL	Michelle Michno,PMS	Sarah Murphy, PHS
Kevin Reilly(PHS)	Emily Rahilly (HATH)	Andria DeVaul-Goss, MEL	Deana Dufficy, MEL
Nick Pacheco(MEL)	Sue Janik, PMS	Kathy Marino, PHS	Jenn Collins, Parent
Elizabeth Stack (HATH)	Chad Smith, PHS	Kara Jelley, Parent	Daniela Abuisi,PMS
Amy Tobin (Parent)	Tanin Longway(District)	Nelia Almeida (HATH)	Lisa Donofrio, PMS
Rich Ruest, PPD	Dana Squires, Parent	Meg Ferreira, MEL	Lisa Little, HATH
Danielle Laurie, MEL	Rachel Marciano (ADMIN)	Caroline Marino	Donna Lunney(PHS)
Kim Toro, Parent		Andrew White, Portsmouth FD	Karen Anghinetti(MEL/HATH)



Instruction and SEL Supports Subcommittee Members

Elizabeth Viveiros, Chair		Steve Costa, Co-Chair		
Paige Kirwin-Clair, PSD	Lisa Goodwin, PSD	Lisa Little, PSD	Donna Powell, PSD	Colin Grimsey, PSD
Shannon Sullivan, PSD	Karen McDaid, PSD SC	Danielle Laurie, PSD	Sue Frost, PSD	Katie Heffernan, PSD
Samantha Medeiros, PSD	Ted Rausch, PSD	Karen Anghinetti, PSD	Karen Jeong, PSD	Missi Cabral, PSD
Saralynn Bixby, PSD	Sarah Hunicke, PSD	Margie Brennan, PSD	Suzanne Cosgrove, PSD	Meg Donahue, PSD
Keri Jardine, PSD	Tom Holstein, PSD	Kaylin Johnson, PSD	Vanessa Dyer, PSD	Marci Tryon, Parent
Tim Marum, PSD	Tanin Longway, PSD	Lynn Hoegen, PSD	Lauren Thompson, PSD	Theresa Colantuono, Parent
Valerie Seveney, PSD	Jeff Rose, PSD	Melissa Kindness, Parent	Amy Gerrior, PSD	Don Carrara, PSD
Monica VanHorn, PSD	Diane Creese, PSD	Nicole Desrosier, PSD	Ruth Donahue, PSD	Karen Ragland, ELL
Lindsay Principe, Math Coach				



Reopening Operations Subcommittee Members

Thomas Kenworthy, Chair		Chris Diluro, Co-Chair	
Barbara Cohen - Chartwells	Margie Brennan - PSD	Missi Cabral - PSD	Georgie Murphy - PSD
Marielle Clair - PSD	Danielle Laurie - PSD	Jim Dean - PSD	Rick Ruest - Ports PD
Andria DeVaul Goss - PSD	Donna Medeiros - First Student	Jake Caron - PSD	Mark Reimels - Ports FD
Joe Amaral - PSD	Kimberly Toro - Parent	Linda Benedetti - Chartwells	Lisa Little - PSD
Laura Barth - Parent	Pam Storme - PSD	Donna Powell - PSD	Rachel Marciano - PSD
Shannon Ruggieri - PSD	Ruth Donahue - PSD	Sam Levy - First Student	Jillian May - Parent
Marilyn Thompson - PSD	Val Seveney - PSD	Sue Frost - PSD	Marc Gonsalves - PSD
Keri Jardine - PSD			



Strengths and Challenges from Spring 2020

Strengths	Challenges
<ul style="list-style-type: none">→ PSD was able to quickly plan for distance learning at each level that continued to provide age and grade level appropriate instruction, while balancing the social-emotional and health needs of our students, families, and staff→ Frequent communication to students and families by administration and teachers→ Flexibility with scheduling→ Access of learning materials to families→ Families were able to access learning platforms→ Collaboration between schools	<ul style="list-style-type: none">→ Availability of devices→ Connectivity→ Time with teacher varied by level→ Student technical skills→ Teacher technical skills→ Several different platforms and apps were used, causing confusion to families→ Teacher accessibility→ Student engagement→ Distraction in the home→ Ability to fully support student mental health in a remote environment



Critical Components of Reopening Plan

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.

<input checked="" type="checkbox"/>	Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.
<input checked="" type="checkbox"/>	Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).
<input checked="" type="checkbox"/>	Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
<input checked="" type="checkbox"/>	Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.
<input checked="" type="checkbox"/>	Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.).
<input checked="" type="checkbox"/>	Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
<input checked="" type="checkbox"/>	Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.
<input checked="" type="checkbox"/>	Develop a COVID-19 sick policy and communicate it to staff, students, and families.



X	Prepare the district to respond to a positive case or outbreak in a school building or central office.
X	Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.
X	Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.
X	Post signs or posters describing the district's rules for wearing of masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.
X	Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.
X	Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)
X	Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.
X	Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.
X	Identify and review guidance specific to education and childcare on www.reopeningri.com/ .



EVIDENCE:

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

Pods/Stable Groups	<ul style="list-style-type: none">● Full In Person: The majority of students (PK-12) would attend in-person classes every day. PK-6 would adhere to Elementary Class and Group Size Limits while 7-12 would adhere to Secondary Class and Group Size Limits.● Partial: PK-6 students would attend in-person classes every day adhering to Elementary Class and Group Size Limits; 7-12 would attend in-person classes adhering to Secondary Class and Group Size Limits according to the following schedule:<ul style="list-style-type: none">○ Monday - Distance learning for all○ Tuesday - Grades 7, 9, and 11 attend in-person classes while 8, 10, and 12 participate in distance learning.○ Wednesday - Grades 8, 10, and 12 attend in-person classes while 7, 9, and 11 participate in distance learning.○ Thursday - Grades 7, 9, and 11 attend in-person classes while 8, 10, and 12 participate in distance learning.○ Friday - Grades 8, 10, and 12 attend in-person classes while 7, 9, and 11 participate in distance learning.○ Exceptions would be made as needed for vulnerable populations as needed.● Limited: The majority of students participate in distance learning. Exceptions would be made as needed for vulnerable populations as needed.
Social Distancing & Face Coverings	<ul style="list-style-type: none">● The district is requiring face coverings in all settings, all of the school day.● Even in a stable group, all students and staff should maintain six feet of physical distance and continue to wear face coverings when possible.● Face coverings are required outside of stable pods (staff) and when 6 feet distance is not



	<p>possible (students) unless it would be damaging to one's health</p> <p>One stable group may be in a larger space with another stable group, but stable groups will remain separated from each other, by at least 14 feet.</p> <ul style="list-style-type: none">● At the middle and high school, students will carry material in their backpacks to avoid students gathering at lockers.● At the elementary level, students will have their own materials and all materials will be labeled. Teachers will implement a system to contain individual materials that are easily accessible.● Hallway movement:<ul style="list-style-type: none">○ Hathaway & Melville: Only one stable group can move through the hallway at a time.○ PMS: Two stable groups can move through the hallway at the same time at opposite ends of the hallway.○ PHS: varies around the building● Social Distancing floor and wall decals will be installed in each building (bathrooms, etc...)
Maximize space in classrooms	<ul style="list-style-type: none">● Storage areas in the building will be designated, so that teachers can reduce instructional materials in their classrooms, providing more student space. Teachers can gather and return content as needed to storage areas. School-based teams will develop procedures for access to communal storage areas.● Remove old equipment from classrooms and other locations in the building● Seek a compact solution for teacher work spaces● Determine desk "grid type". School-based teams will work with staff to choose between two models:<ul style="list-style-type: none">○ Staggered desk spacing that creates a "lattice" pattern OR Inline spacing with a right-angle pattern○ Students should face in the same direction● Remove plush materials (bean bag chairs, stuffed animals etc...)



Breakfast & Lunch	<ul style="list-style-type: none">● Elementary and Middle School students will eat in their classrooms with their stable groups; High School students will eat in designated areas● To reduce traffic, lunch should be preordered (morning or even before school) and will be delivered to the classrooms and/or designated areas● Limit choices, all meals delivered in disposable containers● Outdoor seating options will be considered
Bathrooms	<ul style="list-style-type: none">● When possible, one stable group at time will use the restroom● Each stable group will be provided with multiple scheduled bathroom times● Time to clean between each group
Recess	<ul style="list-style-type: none">● Designated areas for stable groups will be made available and part of the students daily schedule● If playgrounds are used, then they need to be sanitized in between stable groups usage
Arrival & Dismissal	<ul style="list-style-type: none">● Staggered start and end times: <u>Elementary:</u><ul style="list-style-type: none">○ Staggered arrival elementary: 8:30-9:30○ Staggered dismissal elementary: 2:30-3:30 <u>Middle:</u> Busses drop off between 7:40-8:00, there are enough entry points that students can be dropped off at their grade level wing. Car drop offs will be between 7:40-8:15. <u>High:</u> Currently there are 2 entrances. All scenarios require staff support. *School-based teams will continue to refine arrival and dismissal procedures
Substitutes	<ul style="list-style-type: none">● IEP meetings will be virtual meetings, to limit the need for substitute coverage entering into multiple stable groups in one day



	<ul style="list-style-type: none">● Building substitutes will be needed to provide more staff stability
Multiple student staff -UA teachers -SE teachers -Student Supports e.g. Guidance, Social Workers, Nurse, Administrators -Interventionist	<ul style="list-style-type: none">● Must wear face covering at all times● Practice Social Distancing● Wash/sanitize hands before entering and when leaving any classroom● Consider certain services to be push-in to reduce student movement
UA	<ul style="list-style-type: none">● Engineering, Robotics, Art, Music, Health, and Library will be held in the classroom● PE each stable group should have their own equipment, that is kept in totes/bins and properly labeled.● Gymnasium can be used, however should be cleaned between each stable group
Before and After School Programs	<ul style="list-style-type: none">● If the program is licensed by the Department of Human Services, then the program needs to follow the DHS regulations and guidelines. AlphaBEST at the Elementary Level is a DHS program.● Any other program that is not licensed by DHS, but is located in one of our school buildings, the program must follow the same health and safety guidelines the school is following.
Visitors	<ul style="list-style-type: none">● Full In Person: No visitors● Limited In Person: No visitors<ul style="list-style-type: none">○ If unavoidable, visitors are required to wear face coverings indoors and when interacting with students outdoors● Must wear face covering and practice social distancing● If needed, one parent per student in the building● Required meetings should be held virtually when possible



2. Assign a minimum of one representative to work with RIDOH on testing staff and assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE by providing contact information.

Full Name	Email Address
Deolinda "Linn" Alvarnes, Nursing Coordinator	alvarnasl@portsmouthschoolsri.org

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

Full In-Person Return:

In the event that a student or staff member displays symptoms of COVID19 or tests positive for COVID 19, the following steps will be taken:

1. Any student or staff member experiencing COVID19 symptoms prior to the school day will stay home and notify the school.
2. Any symptomatic staff member at the school will leave the building immediately.
 - a. The symptomatic staff member must seek medical advice within 48 hours and schedule a test, as needed.
 - b. The symptomatic staff member may not return to school until cleared by a doctor or receiving a negative test result.
3. Any symptomatic student in school will be sent to the nurse to have their temperature checked and be assessed.
4. If the nurse assesses a symptomatic student and determines that student to be a possible COVID19 case, or if the school is notified that a student has tested positive while the student is in the building, the student will be sent to the isolation area immediately. Isolation space will be a separate area from the School Nurse Teacher Office. This will allow a potentially symptomatic student to have their temperature checked in order to limit



any potential spread in the nurse's office and/or a convergence of many people created by the volume of students at the nurse's office.

- a. Symptomatic or positive students' parents will be contacted immediately and the student must be picked up within 1 hour.
 - b. Parents of the rest of the students in the symptomatic student's classroom will be contacted to pick up their students, and any staff members in contact with the symptomatic student will go home. The classroom will close and move to distance learning for at least 48 hours to allow proper cleaning of the classroom and await medical assessment of the symptomatic student.
5. In the event that a student or staff member tests positive for COVID19, whether at the school or at home, the student or staff member's classroom will close immediately and switch to distance learning.
- a. Exposed students and staff members may return to school once they test negative for COVID19.
 - b. Notification procedures determined at the district-level will be followed (i.e. notify all parents in the classroom/school/district as deemed necessary and consistent with the guidelines determined by district Admin and Legal teams).
6. Any student or staff member who tests positive for COVID19 may not return to school until fully cleared by a medical professional and receiving a negative test, per the [CDC Guidelines](#).
7. In the event of a symptomatic student or staff member being sent home or a student or staff member testing positive, the following procedures will take place:
- a. All people who have been in contact with the symptomatic or positive individual will have their temperature checked.
 - b. School administration will be notified.
 - c. Isolation area will be disinfected immediately after the student leaves.
 - d. Remove, clean and sanitize any items touched by the symptomatic or positive student/staff member after 24 hours, per the [CDC Guidelines](#).
 - e. Clean and disinfect any common surfaces that cannot be moved, and if feasible, increase ventilation in the room.



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- f. Notify parents, while following FERPA guidelines and consistent with and under the guidance of the district Admin and Legal teams.
 - g. All exposed students and staff members will follow quarantine guidelines set by the state.
 - h. All symptomatic staff or students will be tracked to ensure they abide by the timelines outlined (i.e.: seeking medical advice within 48 hours, testing status, etc.) and to strengthen contact tracing and subsequent cleaning and sanitizing.

Partial In-Person Return:

The PSD will follow the same procedures listed above for any students or staff members on campus. For those not on campus, follow medical advice prior to returning to school. Any student or staff member who tests positive for COVID19 needs to report it to the school regardless of whether said person is on site in school. Protocols may vary depending on the percentage of physical in-school attendance established by partial in-person definition.

Limited In-Person Return:

The PSD will follow the same procedures listed above for any students or staff members on campus. For those not on campus, follow medical advice prior to returning to school. Any student or staff member who tests positive for COVID19 needs to report it to the school regardless of whether said person is on site in school. Protocols may vary depending on the percentage of physical in-school attendance established by limited in-person definition.



4. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH's Community Mitigation Team.

Full In-Person and Partial:

Students:

Families will screen students at home using a web-based application (i.e. [self-attestation form](#) found in the student portal). All students must stay home if they fail the screening prior to leaving for school. Families should consult with their physician and inform the school of the student's absence. If a student screens positive for any COVID-19 symptoms, the student's parent/guardian should seek medical advice from the student's healthcare provider and inform the school of the student's absence.

Staff:

Staff will be required to complete a [self-attestation form](#) using a web-based application. When using self-attestation as a screening method, employers must request forms. If a staff member screens positive for any COVID-19 symptoms, the person should not come to, or enter, school, should inform a supervisor, and should seek medical advice from a healthcare provider.

Limited In-Person:

Families and Staff should follow the CDC guidance and contact your health-care provider.



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

Tasks	Full In Person	Partial In Person	Limited In Person
Designate a Quarantine Room	Each school will designate a quarantine room or space for students and staff that may be presenting symptoms of COVID-19. This will be separate from the nurse’s office to allow for a school nurse to still be able to meet the non-COVID-19 medical needs of students. Any room or space for quarantining will be clearly marked with signage and communicated to students and staff upon reopening in the Fall. When a student is placed into that quarantine room or space, a staff member with the appropriate PPE will safely monitor the student until transportation for the student can be secured. Communication to the student’s parent or guardian will take place at this time to ensure that both their transportation can be secured as quickly as possible, and if necessary, they are able to get the appropriate medical attention they require. School-based Teams will work with the Facilities Director to determine a room.	Same Plan	Same Plan
Assign at least one staff member to be responsible for responding to any students or staff	Schools will select a staff member to be a point person to respond to anyone presenting symptoms of COVID-19. At least one staff member should be responsible for responding to these individuals. Schools will identify this person to staff so that they are able to contact them in the event that either their students or	Same Plan	Same Plan



who are presenting symptoms of COVID-19	they themselves are presenting symptoms of COVID-19. Given the many responsibilities that a school nurse is tasked with, a different staff member will be assigned to this responsibility. The person with this responsibility should be able to quickly communicate with school administration and the school nurse in the event that there are any individuals presenting symptoms of COVID-19. Together, this group will function as the school's COVID-19 response team. Individuals responding must have all appropriate PPE equipment.		
Identify Other Staff and Students Who May Need to Be Quarantined	The District will develop a method for identifying other staff and students who may need to be quarantined to allow for contact tracing.	Same Plan	Same Plan
Clean and Sanitize Action	Cleaning will be done several times during the day, based around classroom schedules. Special high need areas will be done more often than a regular classroom area. Restrooms will be cleaned between the usage of each pod. A hospital grade Quat cleaner/ disinfectant will be used. A person at each building will be designated at each building to make continuous rounds disinfecting high touch areas such as door knobs, panic hardware, bottle fill stations, counter tops in common areas such as the school main office. Disinfectant wipes will be kept in each classroom for wiping down desk surfaces, telephones, and other high touch areas or items as needed.	Same Plan	Same Plan



	<p>Cleaning, as well as all custodial supplies are stored in one location, and then distributed to each school as requested. A par level will be set up at each building so that when an item reaches a minimum quantity level, it is reordered. This same process will be used for the main storage area as well.</p> <p>In the event of a potential or confirmed positive case of COVID-19, there will be deep cleaning and sanitizing required. The plan for how to execute this deep cleaning and sanitizing, and any potential shifts from in-person instruction to remote-only instruction, will be developed based on consultation and guidance from local public health officials.</p> <p>As soon as possible, all items touched by the staff member or student who is ill at school will be removed, cleaned, and disinfected. Any common surfaces will be cleaned and disinfected as well. If possible, items should be moved, windows should be opened, or other measures should be instituted to increase ventilation. Additional guidance can be found here</p> <p>CDC/EPA Cleaning and Disinfecting Guidance CDC: Cleaning and Disinfecting Your Facility</p>		
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Communication of Information	Each school will notify the parents and guardians when their child is presenting COVID-19 symptoms. This notification will include an update on the student, an acknowledgement that the student is quarantining in the building, and a discussion with the parents or guardians regarding whether the student can be picked up or if the student should be receiving immediate medical attention. Phone contact made by a School Nurse.	Same Plan	Same Plan
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Instructional Plan:

ASSURANCES:

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

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



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| X | Map what technical assistance and support will be offered during all reopening scenarios. |
| X | Assess well being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional). |
| X | Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families. |

EVIDENCE:

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

In support of our district strategic plan, PSD will assess students' learning progress and loss through various forms of assessment in order to provide rigorous learning opportunities for all students. The assessments listed below will be used when applicable; assessments will be given in varying degrees, ranging from in person when possible to remote learning when necessary.

- All students
 - STAR Assessments: Universal Screener
 - Differentiated Assessments
 - Elementary
 - Sight Words
 - Running Records
 - Eureka Math Assessments
 - mClass Math Screening/Addvantage
 - Baseline Writing Assessment
 - Student Work
 - IXL Diagnostic
 - Edulastic



- Middle
 - Quia Assessments
 - Classroom Pre-Assessments
 - Eureka Math Assessments
 - Student Work
 - IXL Diagnostic
 - Running Records
 - Pearson BOY Assessment
 - Edulastic
- High School
 - CCA
 - Student Work
 - Classroom Pre-Assessments
- MLL (Spanish, Chinese, Portuguese)
 - W-APT Screener
 - ACCESS State Assessment
 - Differentiated Targeted Assessments
 - Consult with MLL Specialist
- Spec. Ed
 - Differentiated Targeted Assessments

*These are options but may not be used by every teacher at every grade level, but will be used when necessary or applicable.

2. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.

PSD will implement the use of [MTSS](#) data-informed decision making in order to account for learning loss for all students. The structures that are in place through our MTSS framework can be followed in both our in-person and distance learning scenarios. This is supported by the documented success that our students with RTI plans had



during our spring distance learning time. Interventionists developed a comprehensive schedule that included one-on-one time and small group instruction with students, as prescribed by their RTI plans. Running records through the use of [RAZ Kids](#) and [ESGI tasks](#) were able to be assessed virtually using our video conferencing software. As we prepare for the upcoming school year, we will continue to provide teachers with PD in building their Google Classroom classroom and assigning assessment tasks.

[Google Classroom: Level 1 Training](#)

[Google Classroom: Level 2 Training](#)

[Google Classroom: Self-Paced Summer PD Playlist](#)

- All Students
 - Differentiated Small Group Instruction (stations, reading groups, etc).
 - Reteaching based on pre-assessments
 - Blended/flipped learning strategies for technology integration to support distance learning
 - Adjust curriculum pacing based on identified [Priority Standards](#) in each content/grade level
 - All teachers will have increased focus on priority standards in core subjects
 - Consider teaching minutes be increased in subjects where more instruction is necessary to account for gaps
 - Consider incorporating core subjects into UA classes
- MLL
 - Consult with MLL Specialist(s)
 - Using student work to assess needs
 - In the case of remote learning, which limits “immersion” opportunities for MLL students, additional MLL support will be needed in order to offset learning inequities.
 - Identifying MLLs in PSD
 - Certified Translation services for families and teachers
 - Tutoring services for students as needed
- Spec. Ed
 - Differentiated Targeted Assessment and Instruction

*These are options but may not be used by every teacher at every grade level, but will be used when necessary or applicable.



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

PSD will be combining G Suite for Education with 1:1 Chromebooks K-12 to provide an efficient, effective, and innovative learning system that supports our personalized learning environment. Using Chromebooks and G Suite for Education will allow classroom teachers to seamlessly transition from on-site to distance learning. This digital platform will allow teachers to maintain all on-site rigor in a distance learning environment.

Changes:

- Clever used for Pre-K through grade 2 (with the possibility of adding other grades)
- Devices sent home for all students in all grades, every day
- All teachers will be using Google Classroom this fall.
- In school classroom time will be used to prepare students for a seamless transition to remote learning.
- Each school will communicate clear expectations for both students and staff in terms of online class meetings through the use of Google Meet and/or Zoom. The amount of synchronous and/or asynchronous learning will be clearly defined for staff, students, and parents/guardians in the parent/guardian's home language of choice.
- Teachers will be provided with a list of preferred home language choices of students' families when possible. Teachers will also be given support from the district in order to communicate in multiple languages.
- In the case of remote learning, additional MLL specialists may be needed in order to offer support to all MLL families.
- Families will be surveyed in their home language of choice to assess support needed, which may include translation services, tutoring services, etc.

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

The first priority listed in PSDs Strategic Plan is to “ provide equitable opportunities to students to prepare each and every student for college and/or career.” This is done by providing all students with a rigorous and robust education.

The following scenarios support comparable levels of rigor between online and in-person instruction:

- 1:1 devices PK-12
- focus on standards



- engagement (Socratic Seminar online vs in person)
- high order thinking
- hands-on learning/inquiry
- peer review/breakout rooms
- educational licenses to access interactive sites
- equitable internet access
- one-on-one conferencing
- differentiated instruction
- project-based assessment
- ability to access information in more than one way and in more than one format

DMG-

[Best Practices-Structure Live Teacher-led Lessons with a Diverse Range of Short Segments to Increase Student Engagement](#) (1c - page 4)

Hands-on activities vs. online simulations/videos:

High School Examples

- Math Example: Teacher generated flipped classroom video for instruction on standards to be watched prior to class. Class time spent working through problems in groups.
- Chemistry Example: Typical in class [Thermochemistry Lab](#) converted into [online only](#) with videos instead of data gathered in class
- Using Screencastify and [video instruction by the teacher](#) to go over problems instead of in-class lectures and notes.
- English Example: Socratic Seminar in class: Groups of 4-6 students answering 2 higher-order thinking questions for 10 minutes. Virtual: Groups of 4 answering 1 question for 10 minutes with cameras turned on.
- Music Performance Example - [Small group, virtual recordings.](#)

Middle School Example

- Art History-6th Grade ([Andy Warhol Inspired Shoe Design](#))



Elementary Example

- 2nd grade: [Wednesday PSD Week 10](#)

DMG-

[Best Practices-Provide Schools and Teachers with a Common Digital Platform and Curricular Materials to Help Facilitate Online Learning](#) (1e - page 7)

- All teachers will utilize Google Classroom when posting assignments
- Provide districtwide and school-specific norms for using Google Classroom
- [Standards Pacing Guide](#) will be used to track standards being taught throughout the year

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

Changes to these areas all relate to ensuring **equity**

Testing

- All forms of assessment will be handled through Google Suite
- validity (multiple versions/proctoring)
- multifaceted test structure (multichoice, short essay, long essay, word problems) become mostly MC questions (difficult to show work for word problems, the possibility of “sharing” answers for short and long essays, etc.):
Project based assessments

Grading

- validity of assessments
- timely/ongoing feedback loop
- shorter vs sustained assignments
- skill based assignments/formative assessments
- standards-based grading
- pass/fail vs letter grades
- effort/responsibility grades
- conversion to digital rubrics



Report Cards

- electronic versions- ASPEN

Attendance

- For Full In-Person or Partial In-Person instruction, student attendance decisions will be made in accordance with School Committee Policy [JE](#). For Limited In-Person instruction, students will be expected to check in with a designated staff person (as determined by each school) at least once per day to be considered present.
- Exceptions for COVID19 relating cases will be made on an individual basis.

Promotion

- Elementary/Middle School: Decisions made on an individual basis in according with School Committee Policy [IKE](#)
- High School: Successful completion of course credit and graduation requirements in according with School Committee Policy [IKE](#)

DMG-

[Best Practices-Create a System for Grading, and Assessing, and Providing Feedback on Student Work to Emphasize the Value of Remote Instruction and to Value Student Work](#) (1b - page 4)

6. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to multilingual learners and differently abled students should be noted in the plan.

The PSD strategic plan makes it a priority to ensure all students feel supported and are given the social and emotional supports they need. We will continuously assess and enhance student engagement and connectedness to ensure the education of the whole child.

SEL

- PSD will use a [universal screener K-12](#) for examining and responding to the social-emotional needs of our students.



- Using our district's [MTSS Framework](#), intervention plans will be developed to support students with academic and social-emotional needs
- District clinical team will develop a schedule that will support students and families needs during the school day in order to provide more expedient responses
- Attendance will be reviewed proactively and frequently to support students and families
- Existing family resource page will continue to be updated as needed

Academic

DMG- [Providing Effective Academic Intervention to Students](#)

Create teacher teams to identify students in need of academic intervention

- Freshman academy teams
- [Multi-tiered System of Support \(MTSS\)](#)
- IFGs
- Identify interdisciplinary teams

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

During the time of Distance Learning, Evaluation Team and IEP meetings were held virtually in order to comply with legal requirements under the IDEA. At the start of the 2020-2021 school year, all students will be progress monitored. This data will be used to guide IEP teams in supporting the unique needs of our students. Based on data collected, IEP teams may convene to hold progress review meetings, discuss students needs and revise IEPs as necessary. The Portsmouth Pupil Personnel Services Office has developed a plan to complete evaluations on individual students during the summer of 2020 and into the Fall of 2020.

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

PSD has recognized the professional learning needs of our staff as a district priority. PSD provides opportunities for staff to continuously refine their practice to effectively teach and support students. On June 19th, staff were offered



Google Classroom levels 1 & 2 training. A [needs survey](#) was shared with staff prior to the training. Post training, an exit survey was also sent. On July 9th the district sent out a [staff survey](#) to continue to assess the professional learning needs of the administrators, educators, support staff, nurses, and non-certified staff members. Additional surveys will be sent out multiple times before, during and after the school year so that we can respond to the developing needs of our staff.

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

PSD prioritizes social-emotional supports and professional development. For example, on March 16, PSD had scheduled a day of professional development surrounding Social Emotional Learning, complete with keynote speakers and breakout sessions led by professionals. Unfortunately, due to school closures, this training was cancelled and has been rescheduled for April 12, 2021. Staff will be surveyed prior to the start of the school year to determine the areas of need surrounding trauma, social-emotional learning, restorative practices, and culturally responsive education. Professional learning opportunities will be provided based on results from the survey. Faculty and staff have been previously trained in the Choose Love Curriculum, as well as Restorative Practices, MTSS/PBIS, and Crisis Prevention Intervention. During these unprecedented, ever evolving times, the district will continue to offer these trainings, and additional training when necessary, in order to ensure teachers develop and enhance best practices in the areas outlined above.

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



PSD believes that it is our responsibility to ensure that families and staff are actively engaged with the district as advocates, allies, and partners. The reopening committee evaluated and analyzed current and future planning of distance learning practices. Gathering feedback on a regular basis will help to promote a culture of transparency and cultivate a positive working environment. The following feedback was used to develop our detailed [teaching and learning options](#) for families.

Level	Feedback Gathered	Key Takeaways
Elementary	Parent Survey (4/9) Teacher Survey - No Formal, Conversations held in PLCs	Pros: Agenda and videos are helpful Cons: More small group needed, workload is too much in certain grades
Middle	Parent Survey (April) Teacher Survey (Sarah D.) Tech Tools survey Reflection: Distance learning Tech Tools Survey Distance Learning Feedback Week 1 PMS Parent/Student survey	Parent responses indicated that rigor and amount was good Playlists were successful
High	Teacher Survey - No Formal, Conversations held in departments Parent Survey Colleague-to-Colleague Support for DL Planning Survey Parent/Guardian, Student, and Educator Survey on Distance Learning	Takeaways Internal Synthesis
District	Technology Survey	The District



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

In accordance with the Portsmouth School Department Strategic Plan, we will communicate purposefully and frequently with parents and families to create and deepen a culture of inclusivity and transparency. It is a priority to actively engage families in order to cultivate a positive working environment in our schools.

Level	Student Progress	Changes in Health and Safety Guidelines & Distance Learning, as applicable
Elementary	Class DoJo Emails See Saw Google Classroom - feedback to students	-Folders on websites -Weekly Communication from Principal -Class DoJo/Email/Phone Calls - Social Media -Counselor contacts
Middle	Aspen - Can send out messages to inform parents of upcoming information Class DoJo (Grade 5)	- Weekly communication from Principal -Google Classroom communication (checklists and assignments) - Emails from teachers -Counselor contacts
High	Aspen Remind App Follett App	-Emails from teachers -Remind -Counselor contacts -Google Classroom
District		-Communication from the central office level - Dr. Kenworthy's Reopening Updates



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

Our Portsmouth community knows that integrating students' social-emotional and behavioral learning into daily instruction will be necessary to proactively address students' needs. To achieve this, we will provide a nurturing, respectful, and safe environment so that all students feel connected to their school community, whether that is in person or virtually.

Level	Student and Classroom Culture (Looking at alternative ways to provide these supports with limitations)	Parents
Elementary	Morning Meeting New Student Luncheon Terrific Kids Lunch Bunches/Social Emotional Groups Anchored4Life Conscious Discipline MTSS Classroom Buddies Community Gatherings Spotlight Success School Song HPTA/MPTG Events Choose Love SEL Curriculum	Open House Zoom Meetings Principal Weekly Communication K Orientation/New Student Orientation
Middle	Homeroom meets every morning Advisory Conscious Discipline	Open House Zoom Meetings New Student Meetings



	Various Clubs (Interest) Lunch Groups MTSS Citizens of the Month Community Gatherings Spotlight Success PTO Events Choose Love SEL Curriculum	Principal Weekly Communication Grade 5 Orientation/New Student Orientation
High	Advisory Meeting every morning Various Clubs (Interest) MTSS PTA Events Community Gatherings Spotlight Success Choose Love SEL Curriculum	Open House Orientation Zoom Meetings New Student Meetings Principal Weekly Communication Freshman Orientation/New Student



Social-Emotional and Mental Health Support Plan:

ASSURANCES:

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

- | | |
|---|---|
| X | Assess mental health resources - develop a plan to access additional, external supports to address staff and students’ mental health and wellbeing. |
| X | Screen or evaluate students for mental health needs. |
| X | Evaluate staff mental health to assess their readiness to return. Implement a system to continually monitor student needs. |

EVIDENCE:

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

Marcia Tryon, Newport Mental Health, Portsmouth School District Consultant and Nicole Pascoe, Social Worker

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

PSD Resources for Staff Self-Care

Once the K-12 playbook from RIDOH is published, we will update our plan to ensure that our plans for positive staff and students are aligned with RIDOH’s protocols.
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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.
X	Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.
X	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, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.
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	Assess student arrival protocol (school bus drop off, parent drop off, etc.).



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

EVIDENCE:

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

The district will assess staff perceptions about returning to school. Should there be staff who are at high risk to return, the district will develop a plan to replace and/or support these staff members.



People at Higher Risk for Severe Illness from COVID-19:

Age 65 or older; and/or, living with hypertension, diabetes, pulmonary disease, immunosuppression, and/or other chronic, long-term health conditions ([People Who Need to Take Extra Precautions](#))

Stable groups will be maintained in accordance with Elementary or Secondary Class and Group Size Limits. Additional staff will be hired to assist in lunch and bathroom supervision as well as for additional cleaning and nursing support.

The district will secure building substitute teachers as a starting point for filling everyday vacancies.

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

The district has developed various [reopening scenarios](#) for elementary, middle, and high school based on current RIDE guidance and transportation options. The final decision on which scenario we open the 2020-21 school year under will be made in accordance with state education and health officials.

The school day begins with drop off. Drop off at the elementary schools will be through 1 door for walkers and a different door for all buses. At the middle school level the students on buses are dropped off at grade-level doors and go directly to their classrooms. The middle school walkers and drop offs enter through the gym and go directly to their classroom. At the high school level the students arrive on buses through the bus entrance and gather in the old gym(2) until the start time of school. Students arriving by cars enter through the front door. Students receiving breakfast will grab and go from the cafeteria and eat breakfast in their classrooms.

Passing times will be extended (staggered) at all building levels to accommodate social distancing.

Lunch times will most likely be extended to take into consideration distribution of lunch, hand washing, desk cleaning, and disposal of lunch.



Meal Distribution

To maximize food service and custodial staff and ensure safe delivery of meals to classrooms, the Portsmouth School Department will implement the following steps.

1. Proper PPE will be used at all three levels during lunch and breakfast.
2. [Signage will be used to promote social distancing.](#)
3. [Chartwells will continue to monitor guidance provided by the Centers for Disease Control and Prevention \(CDC\), World Health Organization \(WHO\) and other authorities.](#)
4. The Portsmouth School Department will coordinate with Chartwells to develop a master schedule of classroom meal drop off and classroom waste pickup time.

Full In-Person Reopening

Elementary Schools	<ul style="list-style-type: none">● Students will eat in their classrooms● Staff will deliver meals to classrooms on a pre-set schedule.<ul style="list-style-type: none">○ Classroom delivery is dependant on additional staffing that is needed to help deliver meals● All throw away condiments will be used and food will be served in disposable containers.● Classrooms will each have a specific trash barrel for food waste.● Breakfast will be offered through a grab and go distribution model. Students will eat their breakfast in the classroom and will dispose of any trash themselves.● Lunch options will be limited and pre-ordered every morning.● Use disposable trays.● Serve individually plated meals.● Wrap or cover food items in foil or plastic.
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	<ul style="list-style-type: none">● Eliminate all shared or communal dishes.● Lunch times will be staggered to allow for necessary staffing and a cleaning schedule.● <u>Need to schedule for aids to watch classes for teacher breaks- stagger lunch (4 aids)</u>● <u>Need to factor in timing to deliver lunches- create schedule</u>● Custodial staff will have pre-established time frames during which they pick up trash in each classroom or grade level, which will immediately follow lunch.● Teachers should develop procedures to train students to throw away their trash at specific times to reduce congestion in the classroom.
Middle School	<ul style="list-style-type: none">● Students will eat in their learning center● Staff will deliver meals to classrooms on a pre-set schedule.<ul style="list-style-type: none">○ Classroom delivery is dependant on additional staffing that is needed to help deliver meals● Learning centers will each have a specific trash barrel for food waste.● Lunch will be preorder in the morning● Use disposable trays.● Serve individually plated meals.● Wrap or cover food items in foil or plastic.● Eliminate all shared or communal dishes.● Limited menu options● Staggered lunch times● Custodial staff will have pre-established time frames during which they pick up trash in each classroom or grade level, which will immediately follow lunch.● Teachers should develop procedures to have students throw away their trash at specific times to reduce congestion in the classroom.



High School	<p>PHS</p> <ul style="list-style-type: none">● Period 3 120 minutes & Period 7 (total of 4 lunches per day)● Staff will deliver meals to classrooms on a pre-set schedule.<ul style="list-style-type: none">○ Classroom delivery is dependant on additional staffing that is needed to help deliver meals● Students will eat in the classrooms● Classrooms will each have a specific trash barrel for food waste.● Limited meal choice option. Meals will be preordered during advisory via a google form..● Use disposable trays.● Serve individually plated meals.● Wrap or cover food items in foil or plastic.● Eliminate all shared or communal dishes.● Custodial staff should have pre-established time frames during which they pick up trash in each classroom or grade level, which should immediately follow lunch.● Teachers should develop procedures to train students to throw away their trash at specific times to reduce congestion in the classroom.
Partial In-Person	
Elementary Schools	<ul style="list-style-type: none">● Students will eat in their classrooms<ul style="list-style-type: none">○ Classroom delivery is dependant on additional staffing needed to help distribute meals



	<ul style="list-style-type: none">● All throw away condiments will be used and food will be served in disposable containers.● Classrooms will each have a specific trash barrel for food waste.● Breakfast will be offered through a grab and go distribution model. Students will eat their breakfast in the classroom and will dispose of any trash themselves.● Lunch options will be limited and pre-ordered every morning.● Use disposable trays.● Serve individually plated meals.● Wrap or cover food items in foil or plastic.● Eliminate all shared or communal dishes.● Lunch times will be staggered to allow for necessary staffing and a cleaning schedule.● <u>Need to schedule for aids to watch classes for teacher breaks- stagger lunch (4 aids)</u>● <u>Need to factor in timing to deliver lunches- create schedule</u>● Custodial staff will have pre-established time frames during which they pick up trash in each classroom or grade level, which will immediately follow lunch.● Teachers should develop procedures to train students to throw away their trash at specific times to reduce congestion in the classroom.
Middle School	<ul style="list-style-type: none">● Staff will deliver meals to classrooms on a pre-set schedule.<ul style="list-style-type: none">○ Classroom delivery is dependant on additional staffing that is needed to help deliver meals● Lunch will be preorder in the morning● Use disposable trays.● Serve individually plated meals.● Wrap or cover food items in foil or plastic.● Eliminate all shared or communal dishes.



	<ul style="list-style-type: none">● Limited menu options● Staggered lunch times● Custodial staff will have pre-established time frames during which they pick up trash in each classroom or grade level, which will immediately follow lunch.● Learning centers will each have a specific trash barrel for food waste.● Teachers should develop procedures to have students throw away their trash at specific times to reduce congestion in the classroom.
High School	<p style="text-align: center;">Plan A</p> <ul style="list-style-type: none">● Staff will deliver meals to classrooms on a pre-set schedule.<ul style="list-style-type: none">○ Classroom delivery is dependant on additional staffing that is needed to help deliver meals● Learning centers will each have a specific trash barrel for food waste.● Lunch will be preorder in the morning● Use disposable trays.● Serve individually plated meals.● Wrap or cover food items in foil or plastic.● Eliminate all shared or communal dishes.● Limited menu options● Staggered lunch times● Custodial staff will have pre-established time frames during which they pick up trash in each classroom or grade level, which will immediately follow lunch.● Teachers should develop procedures to have students throw away their trash at specific times to reduce congestion in the classroom. <p style="text-align: center;">Plan B</p>



- Use of Old Gym- would need to purchase tables 40 tables ½ students eat there
- 6 kids per table (225 per lunch period)
- The stairwell between the cafeteria and old gym can be used as an additional space.

Limited In-Person

Students who will be participating in distance learning will be provided a meal through a Grab n' Go service model.

Student who will be learning in the school building will be served their meals as outlined below:

Elementary Schools

- Students will eat in their classrooms
 - Classroom delivery is dependant on additional staffing needed to help distribute meals
- All throw away condiments will be used and food will be served in disposable containers.
- Classrooms will each have a specific trash barrel for food waste.
- Breakfast will be offered through a grab and go distribution model. Students will eat their breakfast in the classroom and will dispose of any trash themselves.
- Lunch options will be limited and pre-ordered every morning.
- Lunch times will be staggered to allow for necessary staffing and a cleaning schedule.
- Need to schedule for aids to watch classes for teacher breaks- stagger lunch (4 aids)
- Need to factor in timing to deliver lunches- create schedule
- Custodial staff will have pre-established time frames during which they pick up trash in each classroom or grade level, which will immediately follow lunch.



	<ul style="list-style-type: none">• Teachers should develop procedures to train students to throw away their trash at specific times to reduce congestion in the classroom.
Middle School	<ul style="list-style-type: none">• Students will eat in their learning center• Learning centers will each have a specific trash barrel for food waste.• Lunch will be preorder in the morning• meals will be delivered to classroom (additional staffing will be needed)• Limited menu options• Staggered lunch times• Custodial staff will have pre-established time frames during which they pick up trash in each classroom or grade level, which will immediately follow lunch.• Teachers should develop procedures to have students throw away their trash at specific times to reduce congestion in the classroom.
High School	<p style="text-align: center;">Plan A</p> <ul style="list-style-type: none">• Students will eat in their learning center• Learning centers will each have a specific trash barrel for food waste.• Lunch will be preorder in the morning• meals will be delivered to classroom (additional staffing will be needed)• Limited menu options• Staggered lunch times• Custodial staff will have pre-established time frames during which they pick up trash in each classroom or grade level, which will immediately follow lunch.• Teachers should develop procedures to have students throw away their trash at specific times to reduce congestion in the classroom. <p style="text-align: center;">Plan B</p>



- Use of Old Gym- would need to purchase tables 40 tables ½ students eat there
- 6 kids per table (225 per lunch period)
- The stairwell between the cafeteria and old gym can be used as an additional space.

**Drop Off/Pick Up Schedule
Full In-Person**

Elementary School	<ul style="list-style-type: none">● Staggered Scheduling: Stagger arrival and drop-off times or locations by cohort as suggested by the CDC.● Teachers can not open the doors to let students out of the cars.● Drop off procedures need to be communicated to parents.● Melville will have to collaborative with the police in regards to traffic● Drop off procedures will follow CDC guidelines.● Staff will guide students to designated drop off or pick up areas- parents will not be in the building.
Middle School	<ul style="list-style-type: none">● Staggered Scheduling: Stagger arrival and drop-off times or locations by cohort as suggested by the CDC.<ul style="list-style-type: none">○ Busses will drop off in stable groups by grade level and will keep students socially distanced while exiting the vehicle.○ Busses will drop off during a designated time.○ Entry points for students to enter into the building will be assigned by grade level. <p>Walkers and pick-up</p>



	<ul style="list-style-type: none">● Drop off will be at 2 points, by the main office and by the gym. Students will enter distanced● Pick up will be in the front of the building
High School	<ul style="list-style-type: none">● Staggered Scheduling: Stagger arrival and drop-off times or locations by cohort as suggested by the CDC.<ul style="list-style-type: none">○ Busses will drop off between 7-7:15 am○ Bus drop off at old gym area○ Students who are dropped off by a bus will wait in the old gym until the start of the school day.○ Student who are dropped off by a parent, or student who drive themselves, will enter the building at different entrance points based on their 1st period<ul style="list-style-type: none">■ front entrance, by library, old gym, cafeteria● Extend attendance time until 7:30 am to help support staggered start times.● Communication to parents to drop off 7:15 am or after● Extend parking spots (potentially to where the center of the baseball field is)
Partial In-Person	
Elementary School	<ul style="list-style-type: none">● Staggered Scheduling: Stagger arrival and drop-off times or locations by cohort as suggested by the CDC.● Teachers can not open the doors to let students out of the cars.● Drop off procedures need to be communicated to parents.● Melville will have to collaborative with the police in regards to traffic



	<ul style="list-style-type: none">● Drop off procedures will follow CDC guidelines.● Staff will guide students to designated drop off or pick up areas- parents will not be in the building
Middle School	<ul style="list-style-type: none">● Staggered Scheduling: Stagger arrival and drop-off times or locations by cohort as suggested by the CDC.<ul style="list-style-type: none">○ Busses will drop off in stable groups by grade level and will keep students socially distanced while exiting the vehicle.○ Busses will drop off during a designated time.○ Entry points for students to enter into the building will be assigned by grade level. <p>Walkers and pick-up</p> <ul style="list-style-type: none">● Drop off will be at 2 points, by the main office and by the gym. Students will enter distanced● Pick up will be in the front of the building
High School	<ul style="list-style-type: none">● Staggered Scheduling: Stagger arrival and drop-off times or locations by cohort as suggested by the CDC.<ul style="list-style-type: none">○ Busses will drop off between 7-7:15 am○ Bus drop off at old gym area○ Students who are dropped off by a bus will wait in the old gym until the start of the school day.○ Student who are dropped off by a parent, or student who drive themselves, will enter the building at different entrance points based on their 1st period<ul style="list-style-type: none">■ front entrance, by library, old gym, cafeteria



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| | <ul style="list-style-type: none">● Extend attendance time until 7:30 am to help support staggered start times.● Communication to parents to drop off 7:15 am or after● Extend parking spots (potentially to where the center of the baseball field is) |
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3. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.

Our district transportation provider, First Student, has a fleet of 27 buses dedicated for Portsmouth transportation: 22 full size buses and 5 mini-buses. Within this fleet the district must also transport to local private schools and several out of district schools. Given these parameters First Student can provide 3 busing tiers with a 45 minute turnaround time between tiers. Any reopening transportation scenario will need to work within these busing tiers.

The district will continue to work with families to explore all viable transportation options to alleviate the demand for busing. In our initial family survey on the return to school, in response to the question, “If school were to reopen in-person in the fall and busing was not possible for your family would you have another option to get your child to and from school?” 82.1% of families responded, Yes.

The district sent a follow up [transportation survey](#) to allow families to opt out of busing for the 2020-21 school year if they are able to do so. Results are still being collected but so far about 50% of families have been able to opt out.



4. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback).

The district sent separate surveys to [staff](#) and [families](#) to gauge perceptions about the return to school. Survey results can be viewed on each of the links. 222 staff members (about 80%) responded to the staff survey while there were 1,086 (about 60%) respondents to the family survey. The district plans to provide additional information to both staff and families regarding our reopening plans and send follow up surveys.