



NORTHSHORE
EDUCATION
CONSORTIUM

Northshore Education Consortium

Reopening Plan for Fall 2020: Final Draft

August 12, 2020

August 10, 2020

Dear NEC Community;

Since March, our Community has come together in remarkable ways to respond to the COVID19 crisis. Every one of us has been impacted in a myriad of ways, but we have demonstrated great resilience and creativity in finding ways to support students and families through an extended period of remote learning, and a modified summer program.

While we were all hoping that the public health situation would have improved more dramatically prior to the start of the new school year, we find ourselves continuing to face a great deal of uncertainty. We need to weigh the risks of returning to school with the risks of keeping our school buildings closed.

Since the beginning of this crisis, my goals and priorities have been clear and unwavering:

- 1) The physical health and safety of students and staff is the first priority.
- 2) The mental health and wellbeing of students and staff must always be considered.
- 3) Academic and clinical progress are important, but they may need to be addressed in different ways.

We all know that being out of school has been difficult for all students and families, but especially for families who are working to care for and educate youngsters with significant needs and challenges. Therefore, although some public schools are beginning the year with fully remote instruction, I am confident that we are ready to have in-person instruction at NEC, although it will look quite different this year.

A tremendous amount of work has gone into this plan, and I am appreciative to the many administrators, educators and specialists who have diligently absorbed all of the guidance from state and regional leaders, the Massachusetts Department of Elementary and Secondary Education, the Centers for Disease Control, and the American Pediatric Association and have worked with me to craft a thoughtful plan. This plan has been approved by the NEC Board of Directors, and has been shared with the Special Education Directors of our member districts.

Please note that this plan will continue to be updated based on changing public health information. In addition, parts of this plan are subject to collective bargaining and we are currently in the process of negotiating with our collective bargaining unit.

I continue to welcome your questions, concerns, and feedback!

Sincerely Yours,

Francine H. Rosenberg, M.Ed.

Executive Director

Executive Summary

This paragraph summarizes our reopening plan. ***Please note that this plan will continue to be updated based on changing public health information. In addition, parts of this plan are subject to collective bargaining and we are currently in the process of negotiating with our collective bargaining unit.***

School Calendar: Massachusetts Department of Elementary and Secondary Education Commissioner Jeffrey Riley reduced the student day requirement for this year from 180 days to 170 days. The purpose of this change was to allow schools to have additional staff training and preparation time to assure that everyone is prepared to adhere to the new health and safety procedures, as well as to adapt curriculum and instruction to the “new normal.” Therefore, the school year for staff will begin on August 31st and the school year for students will begin on September 16th. A revised calendar will be sent to all stakeholders by August 15th.

Hybrid Model for In-Person Schooling

All of NEC’s students are in the “high needs” category based on their disabilities and other special needs. Therefore, we are focusing on in-person instruction with the modifications necessary for health and safety. Most NEC students will attend school in-person five days/week but the in-person school day will be abbreviated and supplemented by remote learning assignments. In some schools the year will start with 2 student cohorts, each attending in-person 2 days per week and learning remotely 2.5 days/week. The rationale for this decision and some of the specific details for each school program are detailed in subsequent sections of this document. If parents choose a fully remote option for their child, we will develop an Individualized Remote Learning Plan as we did during the spring and summer remote learning period.

Health and Safety:

All of the health experts emphasize that the best way to prevent transmission of COVID19 is through a combination of the following practices, all of which are outlined in greater detail later in this document:

1. Reduce contact with people who are sick
2. Practice good hand hygiene
3. Keep your face covered, especially if you need to be within six feet of other people
4. Maintain physical distancing of at least six feet whenever possible
5. Assure the best possible access to fresh air, air circulation, and ventilation.

The remainder of this report is organized into the following sections:

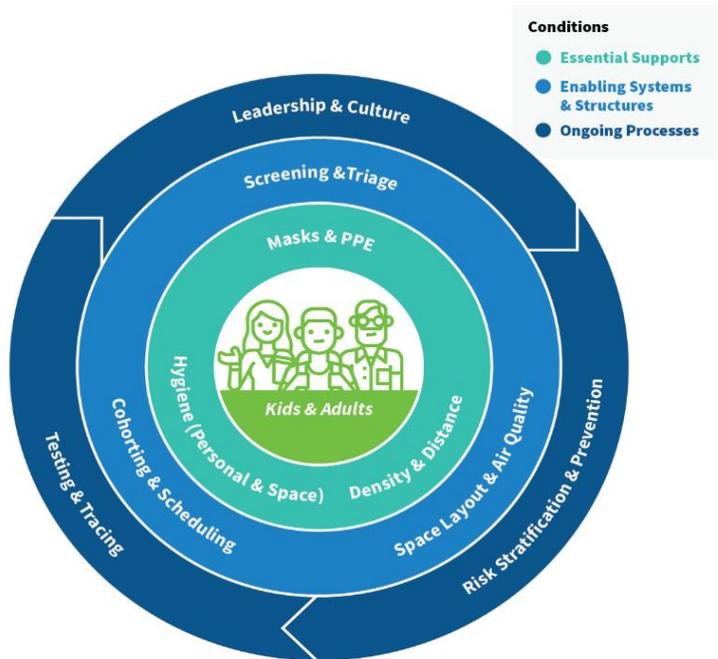
- Guiding Principles
- Overview of the Three Models
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- Results of Feasibility Study
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- Health and Safety Protocols
 - Staff and Student Training
 - Cleaning
 - PPE and Hand Hygiene
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 - Symptoms/When to Stay Home/Managing Potential Exposures
- English Learners and Mental Health Supports
- Meetings, Visitors, and Large Group Gatherings
- Personnel Issues
- Communication with Families

Guiding Principles

All of our decisions have been guided by the following principles:

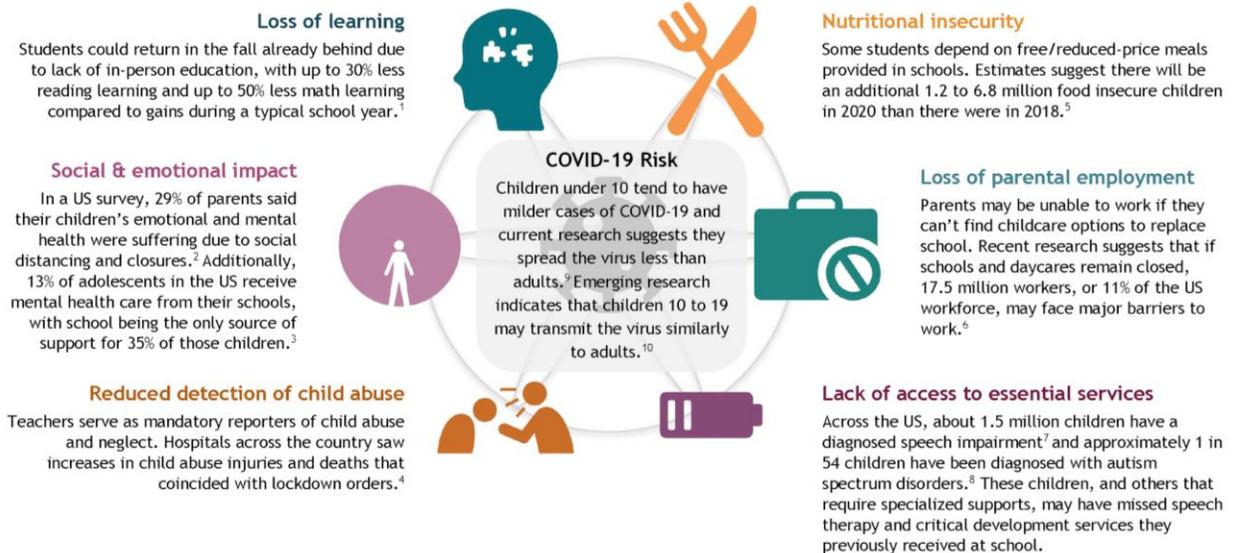
1. Physical health and safety must be the first priority. This includes assisting families who are struggling to meet basic needs for food and shelter.
2. Mental health and wellbeing must be considered in every decision. This is always important, but the current crisis has created enormous stress for our staff, students, and families.
3. Equity, inclusion, and diversity must be factors in every decision.
4. Helping students make progress in developing skills for academic success, social-emotional learning, and increased functional independence is the core of what we do. We may need to find ways to teach and deliver therapy services differently this year, but we need to stay focused on each student's individual goals.

These graphics from the Parabola Project have been helpful in guiding our approach.



A Balanced View of Risk

The decisions around the return to school must reflect a global view of risk. We must balance the risks of COVID-19 infection with in-school learning, with other significant risks to the overall health and well-being of our kids when they are out of school.



Overview of Three Models

All of NEC's students are in the "high needs" category based on their disabilities and other special needs. At this time, MA infection rates are low enough that medical experts recommend return to in-person learning. Therefore, I am recommending in-person instruction with the modifications necessary for health and safety. Most NEC students will attend school in-person four or five days/week but the in-person school day will be abbreviated and supplemented by remote learning assignments, therefore we are calling this a "Hybrid Model" as time-on-learning and IEP goals will be met through a combination of in-person and remote learning. Some schools may phase this in more gradually beginning the year with 2 student cohorts, each attending in-person 2 days per week and learning remotely 2.5 days/week.

Although our Feasibility Study indicates that we could safely have all students return full time, after careful consideration, our planning teams determined that this was not the best approach for students or staff. Given the high level of stress and anxiety around the return to school, and the complexity of redesigning all of our teaching and learning models, as well as our physical space, we felt that a hybrid approach would be the best option, and would maximize the ability for students to be successful during the in-school portion of their week. Our professionals felt that it would be too difficult for most of our students to be able to focus on learning for a full day, when they will have less opportunity for movement and will need to comply with mask wearing and social distancing. We have had success with our Remote Learning, and staff felt that several parts of the curriculum could be delivered effectively this way. In addition, reduced time in school for students will allow for daily cleaning, and will give staff some additional flexibility to tackle the difficult challenges that they will face.

If parents choose a fully remote option for their child, we will develop an Individualized Remote Learning Plan as we did during the spring and summer remote learning period. We will also be prepared to increase Remote learning for brief periods, or for extended periods if necessary.

If, at any point during the year, the public health situation improves, or we find that students would be better served by increased time in school, we will be prepared to shift to the full in-person model.

Detail of Hybrid Model for Each Approved Program:

PLEASE NOTE that specific start and end times and schedule details are still being finalized, as is the school calendar. This document is to provide a general idea of our plan.

Kevin O'Grady School (Students with Severe Disabilities, PreK- Age 22):

As we continue to gather data, we are weighing the pros and cons of two different Hybrid Models. In the first model, students would attend school Monday through Thursday from 8:30-1:00. Fridays would be remote, and the abbreviated in-school days would be supplemented with remote enrichment work. In the second model, we would continue with two cohorts like we did for ESY. In this model, some students would attend school in-person on Mondays and Wednesday and others on Tuesdays and Thursdays.

All students will remain in their homerooms for most of the day, with up to six students and 3 or 4 staff. The in-person portion of the day will focus on connections and social-emotional support, core

academics, and all specialized therapies. Students will have 6-10 hours of asynchronous remote activity to complete at home on Monday-Thursday afternoons and/or Fridays utilizing the technology platforms and instructional materials outlined in the Remote Model section. Fridays will also be used for cleaning, team meetings, and individual check-ins, supplemental teaching or appointments as needed.

For individual students who are unable to attend school in-person, there will be a teacher assigned to implement an Individualized Remote Learning Plan as described in the Remote Model above.

Northshore Academy Lower School (grades 1-6):

Students will attend in-person five days/week from 8:30-1:00. Students will remain in self-contained homerooms, and will eat meals in those rooms. The in-person day will include core academics, mindfulness activities, therapies, enrichment activities, and movement/mask breaks. Students will receive 6-10 hours of remote enrichment and enhancement work using platforms and materials described below.

For individual students who are unable to attend school in-person, there will be a teacher assigned to implement an Individualized Remote Learning Plan as described in the Remote Model below.

Northshore Academy Upper School:

Students will attend in-person five days/week from 7:45-12:30 each day. They will stay in their homerooms for breakfast, and periods 1-4. Core Academic teachers will rotate from room to room. Each core academic class will be one hour long with a 10-minute mask break, which will be outdoors if weather permits. Lunch will be brought to classrooms at 12:00.

Virtual learning will be schedule each day from 1:30-3:00 and will include synchronous enrichment classes such as art, clinical groups or individual counseling, and targeted academic support.

For individual students who are unable to attend school in-person, there will be a teacher assigned to implement an Individualized Remote Learning Plan as described in the Remote Model below

Topsfield Vocational Academy:

Students will attend in-person five days/week from 8:00-1:00 each day. They will stay in their homerooms for breakfast, lunch, and core academic classes. Vocational classes, including off-site internships will be individually assessed, and will continue following new safety protocols. Mask breaks will be built into the schedule.

Virtual learning will be scheduled each day from 2:00-3: 00 and will include synchronous enrichment classes such as art, clinical groups or individual counseling, and targeted academic support.

For individual students who are unable to attend school in-person, there will be a teacher assigned to implement an Individualized Remote Learning Plan as described in the Remote Model below.

Soar and Embark Programs:

Students will attend school from 8:30-1:00 five days/week. The in-person portion of the day will include classes such as Life-Long Learning, Financial Literacy, Math, and ELA, with students remaining primarily in their homeroom space. It will also provide time for individual targeted academic supports and therapies. Lunch will be eaten in classrooms. There will also be a social-emotional, team-building, or wellness activity built into each day.

While students are transitioning home, teachers will have time for breaks and prep.

From 2:00-2:45 students will participate in elective or pre-vocational or life-skills classes on Zoom.

Many students will continue to participate in off-site internships as they have been doing throughout the summer. These have been evaluated on a case by case basis to assure that all health and safety protocols are in place. In most cases, family members are transporting students to job sites where they are met by staff. If NEC vehicles are used, all transportation safety guidelines will be followed. A fully remote option will be developed if requested.

Northshore Recovery High School:

NSRHS will continue with the Hybrid model that worked successfully during the summer session. Students will be divided into two Cohorts. Cohort A will be in school Monday/Tuesday from 9-1, have remote targeted instruction from 1-3 and have a full day of remote learning on Thursday/Friday. Cohort B will be the opposite. Wednesdays will be remote for all students.

A sample schedule is below:

STUDENT A	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	Math	Science	Clinical Groups, Intensive Case Management, Individual Instruction, Independent Assignments	Same schedule as Monday but remote via Zoom	Same schedule as Tuesday but remote via Zoom
10-11	Art	Music			
11-11:30	Lunch	Lunch			
11:30-12:15	English	History			
12:15-1:00	Health	Recovery Support			
1:00-3:00	Individual Work or 1:1 online support after transitioning home	Individual Work or 1:1 online support after transitioning home		Individual Work or 1:1 online support after transitioning home	Individual Work or 1:1 online support after transitioning home

A Remote Learning Log and an Attendance/Participation Log will be completed each week for each student.

Teachers will be submitting weekly plans for live and remote lessons. Assignments will be posted on Google Classroom.

Teachers will be team teaching so that one person can focus on the students who are in class, and one can focus on the students who are learning remotely.

Outdoor space will be used for regular mask breaks, as well as scheduled recreational activities.

Full In-Person Model: A full in-person model would follow all of the procedures described in this document. Students would return to a full 6-hour day in school and the remote component of the curriculum would be eliminated, except for individual cases upon request.

Remote Model:

Students with Severe Disabilities, PreK- Age 22 (Kevin O'Grady School):

Each student will have an individual learning plan for remote instruction, as they did during the spring and summer sessions. These plans will include individual instruction and therapy, synchronous group work, and asynchronous work aligned with curriculum frameworks and IEP goals.

Technology platforms and devices will include: Class Dojo, Google Classroom Google Meet, Zoom, Chromebooks, iPads, individual AAC devices.

Curriculum and Instructional materials will include Boardmaker Online, Unique Learning System, ABC Teach, Book Creator, Brainpop, ChooseIT Maker 3, Epic!, Go Noodle, Learning Without Tears, Mystery Science, National Geographic Kids, PBS Learning Media, RAZ Plus, Scholastic Learn at Home, Squiggle Park/Dreamscape, Starfall, Storyline Online.

Attendance and participation will be logged on a master list maintained by each Homeroom Teacher. All parent contact by email or phone will be logged as well.

Elementary School (Northshore Academy Lower School)

Each student will have an individual learning plan for remote instruction, as they did during the spring and summer sessions. These plans will include individual instruction and therapy, synchronous group work, and asynchronous work aligned with curriculum frameworks and IEP goals.

Platforms: Class Dojo, Google Classroom, Google Meet, Zoom.

Curriculum materials: Unique Learning System, ABC Teach, Book Creator, Brainpop, Mystery Science, National Geographic Kids, PBS Learning Media, RAZ Plus, Scholastic Learn at Home, Squiggle Park/Dreamscape, Starfall, Storyline Online, Vooks, Kahoot.

Attendance and participation will be logged by Teachers, as is all parent communication.

High School and Post-Secondary Programs: (Northshore Academy Upper School, Topsfield Vocational Academy, SOAR/Embark and Recovery High School)

Each student will have an individual learning plan for remote instruction, as they did during the spring and summer sessions. These plans will include individual instruction and therapy, group therapy synchronous group work, and asynchronous work aligned with curriculum frameworks and IEP goals.

If we begin the year in the Hybrid model and need to switch to a Fully Remote model, the basic class

schedules will remain the same. Classes will be supplemented with coursework from Edgenuity as needed.

Platforms: Google Classroom, Google Meet, Zoom, Kickboard, Chromebooks

Instructional Materials: Edgenuity, Pearson Digital Curriculum, Brainpop, Mystery Science, National Geographic Kids, PBS Learning Media, Kahoot

Attendance and participation will be tracked using the Kickboard tool, and/or a program-wide spreadsheet and integrated into PowerSchool.

Results of Feasibility Study

Although we were eager to open our doors for summer programming, we had to assure that we could do so safely. Our feasibility study found that we had sufficient physical space for six-foot distancing, we had ample supplies of personal protective equipment, and we had appropriate ventilation systems in each of our buildings. Details are provided below.

In terms of technology, during the spring period of remote learning we were able to provide all needed technology to students and staff, and we are in the process of replenishing our inventory.

48% of our parents responded to a survey in July. 80% of those responding indicated that they want their children back in school full time. Many expressed concern about substantial regression. Approximately 20% stated that they are considering keeping students at home and requesting remote learning plans.

70% of our employees responded to a survey in July. 87% of those responded said that they felt confident about returning to in-person instruction assuming all policies and procedures were in place. 13% expressed varying levels of concern about their own health, the health of family members, or whether they would have child care.

Physical Space:

Since all NEC classes are 10 students or less, classroom spaces are large enough to allow for 6-foot distancing. This will require rearrangement of furniture, reallocation of certain spaces, and rental of a storage pod to enable removal of non-critical items.

Classrooms are being cleaned out and redesigned to minimize shared furniture and shared materials. Students will have individual materials and supplies wherever possible.

Elementary and Severe Disability classrooms (KOG) will be self-contained. High schools will have students remain in homeroom groups for much of the day, with teachers rotating within teams. There will be some exceptions to this in order to meet individual needs and continue to offer IEP mandated vocational coursework, etc.

Teams are working on specialist schedules to determine the best way to provide all IEP mandated therapies while reducing the “traffic” in and out of classrooms and/or the need for therapists/specialists to be working in smaller spaces with less ventilation.

In most cases, breakfast and lunch will be eaten in classrooms with ample space for 6-foot distancing.

Procedures have been put in place for the cleaning and sanitizing of shared spaces (i.e. sensory and therapy gyms).

Signs and visual cues have been and will be placed throughout buildings to remind everyone of proper distancing.

Procedures have been put in place at each location for drop-off and pick-up of students.

Elevator use should be reserved for those who really need it and limited to 2 people at a time with masks.

Field trips, large group gym activities, and assemblies will be prohibited at this time.

HVAC and Air Filtration

CDC recommends ventilation with outdoor air as much as possible, regular inspection of HVAC systems and changing of filters, upgrading air filters, and supplementing with portable air filtration in certain cases.

- All units at all locations have been adjusted to 15% ODA (out-door air) at last service. This is the maximum recommended by our facilities department. Higher settings would lead to other problems with air heating or cooling.
- The first floor at 112 Sohier and all units at 83 Pine Street have economizers that are computer controlled to increase ODA if conditions are suitable.
- 112 Sohier, 126 Sohier, and 248 Boston were all serviced and inspected on April 6th, 2020. All filters were changed at that time. Current filters are MERV 8. Next regularly scheduled service is October 2020.
- 83 Pine Street had all 7 HVAC units replaced on June 15th, 2020. All filters are new. Current filters are MERV 8.
- Some guidance suggests changing air filters to MERV 13. Our Facilities Director has researched this issue and does not recommend this. Our HVAC units are rated for low-velocity filters and installing MERV 13 filters would tax the systems and lead to shut downs, as well as voiding the warranties on our newer systems. In addition, the higher level filters, while filtering out particles, also restrict air flow.
- 1st floor classrooms at 112 received Rabbit Air Minusa2 HEPA air purifiers. These are rated for 2 ACPH (air changes per hour) when running on HIGH for 815sf. Most of our classrooms are approximately 720 sf. These classrooms were prioritized given the higher risk nature of these students who are medically fragile and severely disabled, thus requiring more hands-on care from staff.

Health and Safety Protocols

Staff, Parent and Student Training

Prior to returning to in-person instruction, all staff will need to complete required training and sign off on their understanding of and agreement to health and safety policies. Similarly, all parents/guardians and high school students will need to sign off on their receipt of and agreement to comply with the updated handbook and the new health and safety policies.

Training for staff and students will include:

- Understanding the symptoms and transmission of COVID19
- Understanding the keys to prevention
- Proper donning and doffing of PPE
- Distancing Protocols
- Procedures for hand hygiene
- Procedures for cleaning and sanitizing

Additional Training for staff will include:

- Trauma informed responses to stress and anxiety
- Culturally responsive communication
- Culturally responsive teaching
- Procedure for dealing with students who appear ill
- Procedures for dealing with student discipline issues
- Modifying your curriculum and instruction for a socially distanced classroom
- Technology and Best Practices for Remote Learning

Cleaning Protocols

Note: While we have hired additional janitorial staff for FY21, and facilities staff will have primary responsibility for cleaning and disinfecting, all staff will be expected to assist with the wiping of surfaces and disinfecting areas used throughout the day.

Overview:

- NEC will perform all cleaning tasks in keeping with state and CDC guidelines.
- Custodial and facilities staff will be trained on proper cleaning and disinfecting procedures, safe handling of chemicals, and the proper use of PPE.
- All cleaner/disinfectants and disinfectants that NEC uses are EPA approved and are listed on [EPA List N: Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#)
- Non-disinfectant cleaners or degreasers that are not approved by the EPA will be used prior to disinfecting if a surface is heavily soiled, or requires pre-cleaning due to the presence of gross soils.
- A complete list of cleaning and disinfecting products used by NEC facilities staff is available.

Daily routine:

- All trash receptacles will be emptied and trash removed from the buildings. Trash receptacles will be cleaned and disinfected if visibly soiled.
- All bathrooms will be cleaned and disinfected as outlined in the bathroom section below
- High touch surfaces will be cleaned/disinfected to the greatest extent possible. High touch surfaces include: handrails, doorknobs, push plates, elevator buttons, light switches,

countertops, handles, phones, toilets, faucets, sinks, etc. (*Help from staff in disinfecting other high touch surfaces such as desks, tables, keyboards, phones and copiers will be greatly appreciated. Disinfecting spray and/or wipes will be provided)

- Floors will be swept and spot mopped if necessary
- Spot cleaning and disinfecting of surfaces or rooms on request due to other high risk situations.

Bathrooms:

- High touch bathroom surfaces such as toilet seats and handles, sinks, faucets, switches and handles will be cleaned and disinfected daily.
- Floors will be swept, and wet mopped/disinfected daily.
- Bathroom surfaces and floors will be cleaned and disinfected more frequently if time allows and upon request.

Deep cleaning:

Some aspects of deep cleaning will be performed weekly as time allows. Full deep cleaning will be performed over vacations, and when other high risk situations arise.

Deep cleaning includes, but is not limited to, the following:

- Using an electrostatic fogger to disinfect the entire building or areas that cannot be cleaned and disinfected by hand.
 - Disinfectant in fogger for routine use will be sprayed at the lowest level possible approved for killing the COVID-19 virus.
- Floor scrubbing, dusting, and vacuuming.
- Vacuuming and dusting of air vents and returns.
 - Vacuums are equipped with high-efficiency particulate air (HEPA) filters.
- Cleaning and disinfecting walls, windows and other low touch surfaces.
- Cleaning and sanitizing of refrigerators.

Other high risk situations:

Spot cleaning and disinfecting following state and CDC guidelines will be available on request as common high risk situations arise.

- The use of electrostatic foggers or sprayers may be employed to help in these situations if fast turnaround time is needed.
 - Disinfectants in fogger for special situations will be sprayed at the lowest level possible to treat the given situation.

When there are cases of COVID-19 or other infectious illness the following procedures will be followed:

- Area(s) used by the person who is sick will be closed off
- Outside windows, if applicable, will be opened to increase air circulation in the area.
- Area(s) will be closed off for 24 hours before cleaning and disinfecting if feasible, or as long as possible.
- Non affected areas will be cleaned/disinfected prior to cleaning/disinfecting the affected area.
 - The use of electrostatic foggers will be used to aid in whole building disinfecting. The disinfectant used will be sprayed at the highest level approved for killing the COVID-19 virus.

- All areas used by the person who is sick will then be cleaned and disinfected, such as offices, bathrooms, common areas, shared electronic equipment, etc.
- The area will be vacuumed if needed.
- Once the area has been appropriately disinfected, it will be opened for use.
 - Workers without close contact with the person who is sick can return to work immediately after disinfection.
 - Routine cleaning and disinfection will continue.

Personal Protective Equipment and Hand Hygiene:

We have stocked the following equipment:

- Face masks for adults and children. We have purchased a variety of sizes and styles, and have been “trying out” different types of face coverings for students who may have difficulty complying with mask wearing because of their disabilities. We have also purchased clear masks for staff who work with students who have communication challenges.
- Face shields
- Gloves
- Gowns
- KN95 masks (for nursing staff, custodians, or other specialists who may require them)
- Hand sanitizer

All students and staff are expected to wear face masks all the time while they are in the buildings, even if they are further than six feet apart, except during meals or mask breaks. Mask breaks may take place for longer periods when outdoors with ample distancing.

Some of our students are unable to wear masks for medical reasons. We will work with these students and families to find the best possible alternative. In some cases, a face shield, gaiter, or scarf may provide some protection, even if it is not as good as a mask.

NEC will provide masks for any staff or student who needs them.

NEC will provide face shields, goggles, gloves, and gowns for staff who are working with students who are unable to wear masks, those who require feeding, toileting, or hands-on support, those who spit or may require physical restraint.

Wipes and sanitizer are available in every classroom.

Covered bins for disposal of used PPE have been purchased.

Aprons have been purchased for staff who need to have PPE readily accessible.

Students and staff will be expected to wash hands with soap and water frequently and/or use hand sanitizer when soap and water are not readily available. Students and staff should, at a minimum wash hands upon arrival, before and after meals, after bathroom use, after coughing or sneezing, and before dismissal. Hand washing should be encouraged after any use of shared or “high touch” areas.

During Orientation all staff will be trained on the proper use of PPE and proper hand hygiene. We will work with students and parents to learn the proper use of PPE as well. Much of this has already taken place during our ESY program.

Special Protocols for Higher Risk Groups

Toileting: Staff who are toileting students will be provided with face shields, disposable gloves, and disposable gowns. Any soiled clothing should be removed and placed in a sealed bag or container. Toileting or diapering areas must be disinfected after each use and must be dry before being used by a student. Long hair should be pulled back or tied up. All staff should follow safe and sanitary diaper/toileting/changing procedures. Procedures will be posted in all changing areas.

Feeding: Staff who are responsible for feeding students will be provided with face shields, disposable gloves, and disposable gowns.

Medical procedures: Nursing staff will be in communication with parents of any students who require specialized medical procedures to determine if additional precautions need to be in place before return to school.

Restraint: When working with students who may need physical intervention, staff will be provided with disposable gloves, disposable gowns, or face shields to use if necessary.

NOTE: IF students are unable to comply with developmentally appropriate expectations, the team will need to consider whether the student is able to attend in-person instruction during this public health emergency or whether they will need an Individual Remote Learning Plan.

Health and Wellness

Parents/Guardians of students will be expected to monitor student health on a daily basis. This will be explicitly stated in the parent/student handbook and parents/guardians, as well as high school students will be expected to sign off on this.

All staff will be expected to monitor their own health on a daily basis.

Anyone displaying potential COVID19 symptoms may not come to school.

When to Stay Home:

Staff or students exhibiting any of the following symptoms must stay home and consult with a health professional. Unless a health professional determines another clear cause, the individual must get a test for COVID19 before returning to school.

- Fever above 100.4
- Cough, not due to other known causes
- Chills, shortness of breath, or difficulty breathing
- Muscle or body aches
- New loss of taste or smell
- Sore throat
- Congestion or runny nose, not due to other known cause
- Headache, in combination with other symptoms
- Nausea, vomiting, or diarrhea, not due to other known cause

If a student or staff member is exposed to COVID19:

Exposure is defined as close contact (less than 6 feet for more than 15 minutes, or all members of a self-contained classroom). Students or staff members with a known exposure will be told to stay home, and contact their medical provider for guidance. They will not be able to return to school until they receive a negative COVID test, or they isolate for 14 days.

Staff or students who travel out of state must follow MA guidelines around quarantine.

If a student or staff member develops symptoms while at school:

Report this immediately to school nurse and school principal who will advise on next steps.

If a staff member has symptoms, they will be asked to leave immediately and report anyone with whom they have been in contact and all rooms that they have been in.

If a student has symptoms, they will be moved to the medical waiting area and monitored while a parent is called for immediate pick-up.

The student or staff member will not be able to return to school until they verify that a doctor has confirmed that their symptoms are due to a cause not related to COVID, they receive a negative COVID test, or they isolate for 14 days.

If a student or staff member who has been at school tests positive:

They should report to their school administrator or HR.

The individual who has tested positive must remain at home for at least 10 days AND until at least three days with no fever or other serious symptoms.

If the individual was on school premises starting from two days prior to symptom onset (or positive test result if not symptomatic), any areas they were in will be closed off to be cleaned and disinfected.

School administrators will contact the local board of health for guidance on contact tracing and whether or not a room, a section of a school, or a whole school needs to be closed for deep cleaning.

Those deemed at risk (those who have been within 6 feet of the individual for longer than 15 minutes, or have spent the day in the same self-contained classroom) will be informed that they have been exposed and will be asked to follow the procedures listed above under "If you have been exposed to COVID19."

Those affected by the closure of a room, section, or building will be informed that there has been a case and that although they are not considered to be in the "exposed" category, they should monitor for symptoms. The confidentiality of the positive individual will be maintained.

Further details about scenarios can be found in the DESE guidance and will be shared during orientation.

Special Populations, English Learners and Mental Health Supports

All special education services and extensive mental health supports are already built into our specialized program models. We will be adding additional training around stress and trauma into our orientation and exploring ways to provide additional mental health supports to staff beyond our existing EAP.

During the period of remote learning we have offered a variety of remote support groups for parents and caregivers, including one in Spanish. These will continue.

Over the past year we have expanded our ESL program. Our full time ESL teacher will be consulting to all programs and providing direct service to our English Learners. She will all be conducting training on culturally responsive teaching and family engagement.

Meetings, Visitors, Large Group Gatherings, Home Services

Meetings: Staff meetings, training sessions, and IEP meetings will take place via Zoom.

Field Trips and Pre-Vocational: No recreational field trips are allowed. Small outings for IEP related purposes may be allowed on a case by case basis if all safety protocols can be followed.

NEC Vehicles:

- All NEC vehicles will be stocked with gloves, facemasks, and cleaning supplies according to guidelines.
- Vehicles will be cleaned before and after each use in keeping with CDC guidelines.
- Drivers must wear masks at all times.
- Students must be seated one per seat and must wear masks unless there is a clear medical exemption.
- Windows should be open if possible.

Deliveries: Staff should not be arranging for personal delivery of lunch or other items. Only essential work deliveries are allowed. Delivery people will need to wear masks and leave items in reception area.

Visitors: No visitors are allowed beyond reception areas. Any visitors, including parents who are waiting for a student, must be wearing masks while in the building.

Home Visiting and Home Services

No staff member can go into homes until parent and staff member have reviewed attached guidelines and signed to indicate agreement with the following:

- Staff member and adults in the home will wear masks when in the same room.
- Proximity of other family members will be limited.
- Parent/Guardian must immediately report if anyone in the home has been exposed to someone with COVID19 and/or are exhibiting any symptoms.
- All participants should wash/sanitize hands before and after each visit.
- Family must provide a clean area and assurance that appropriate sanitizing has occurred.
- Meetings should take place outdoors if possible or in well ventilated areas.
- Food should not be shared.

Personnel

Our staff is our greatest asset and the COVID19 crisis has created much uncertainty and complicated labor issues. We have begun to work with employees who have concerns about their own health because they are in a high risk category, need to care for family members, or are having issues with child care. We will be exploring options such as remote assignments or paid leave whenever possible. In cases where an employee does not qualify for paid leave, and/or there is no remote assignment

available, we will explore the option of unpaid leave, enabling the employee to retain benefits and seniority. These issues, as well as any changes to working conditions or personnel policies are subject to impact bargaining. We are committed to good faith bargaining which is scheduled to begin on August 11.

Communication with Families

We have established multiple means of communicating with families throughout this period. Regular communication is sent from the Executive Director via SwiftK12 (email, voicemail, and text) which has the capacity for automatic translation. Regular communication is also sent this way by Principals. In addition, homeroom teachers and clinical case managers follow up with individual parents to make sure that they are receiving and understanding the information that they have received and to assess if they are in need of additional supports.

References:

DESE Guidance

- [Initial Fall School Reopening Guidance](#)
- [Comprehensive Special Education Guidance](#)
- [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#)
- [Fall Reopening Transportation Guidance](#)
- [Fall Reopening Facilities and Operations Guidance](#)
- [Guidance for Courses Requiring Additional Safety Considerations for Fall 2020](#)
- [Career/Vocational Technical Education Reopening Guidelines](#)

Parabola Project

<https://alwaysreadyforlearning.org/parabola-project>