

*Perkins*

**FALL EDUCATION PLAN**

**AUGUST 13, 2020**

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## LETTER TO STAKEHOLDERS

August 13, 2020

Dear Perkins' Families,

It is a pleasure to inform you that ***beginning September 2, 2020***, we will move to full time, in-person learning for all students. Day students who have been attending 2 days a week will transition to five days a week on-site educational programming. Residential students will continue with their current five day a week on-site programming model as well. Parents may, of course, choose to opt out of this plan and we will accommodate those families, providing educational services that support each child appropriately.

The decision to return to comprehensive in-person educational programming was made after a careful consideration that included a review of the Department of Elementary and Special Education's guidance, analysis of feedback from our families, students and staff, and a careful assessment of the necessary health and safety protocols. Those results, compiled within the attached document, reflected that many families prefer their child be able to return to full on-site educational programming. Of course, not all families, students, or staff agreed as to what the best approach is. This feedback, along with our analysis of best practices to maintain health and safety, provided integral insights that informed our final decisions for educational services. We greatly appreciated your feedback and have incorporated those findings into our preparations for the fall.

Having been entirely operational for residential students and having been able to provide day students with hybrid learning for July and August, we have established the protocols necessary to operate with the utmost protections to mitigate risk. We will approach the fall with the same vigilance towards health and safety and provide an environment for learning that supports the educational needs of Perkins' students. We will continue to closely monitor COVID prevalence and will adjust our educational approach based on medical advisories and DESE guidance as well as COVID infections affecting our community. If circumstances change, we will immediately collaborate and communicate with families, students, districts and agencies to facilitate an effective and appropriate educational program for our students.

We look forward to collaborating with each of you in the days to come and working with each student that we serve. Please do reach out with any questions you may have or feedback you would like to share.

Sincerely,

*Cindy Wing*

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Chief Academic Officer  
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## **EXECUTIVE SUMMARY**

Doctor Franklin Perkins School serves a special education population that is best supported through a structured, individualized academic program model. Throughout the COVID 19 pandemic, Perkins has continued to provide residential students in-school educational services without interruption. Academic courses were provided through smaller, self-contained cohorts to mitigate health and safety risk factors. Over the months of July and August, residential programming has continued with an increased focus on academic rigor in similar groupings to maintain established safety protocols.

Beginning on March 16, 2020, day students were provided remote educational services that continued through the conclusion of the school year ending on June 24, 2020. Beginning in July, day students returned to the Perkins campus as part of a hybrid learning model. Each day student was assigned to one of two cohorts: Group A format, attending school on Monday and Tuesday and following an assigned virtual schedule for the remaining days; or, Group B format where students follow an assigned virtual schedule Monday through Wednesday and in-person on Thursday and Friday.

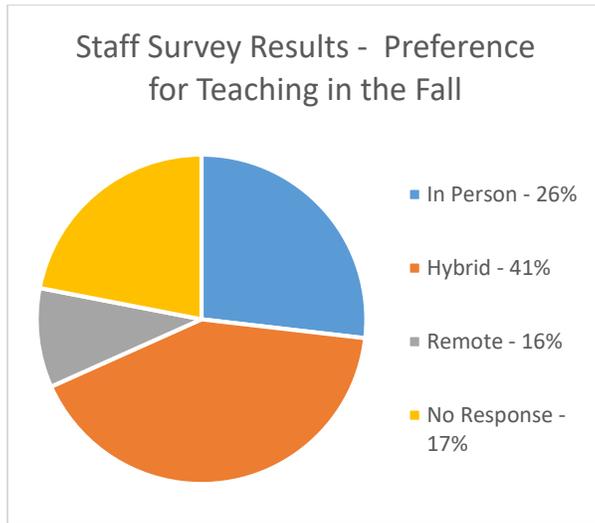
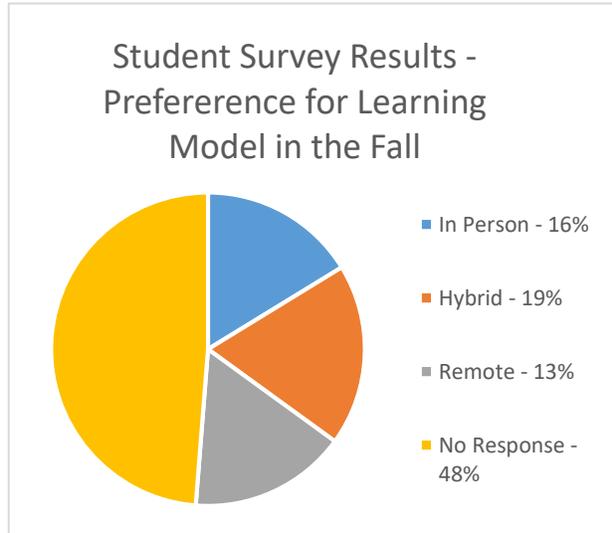
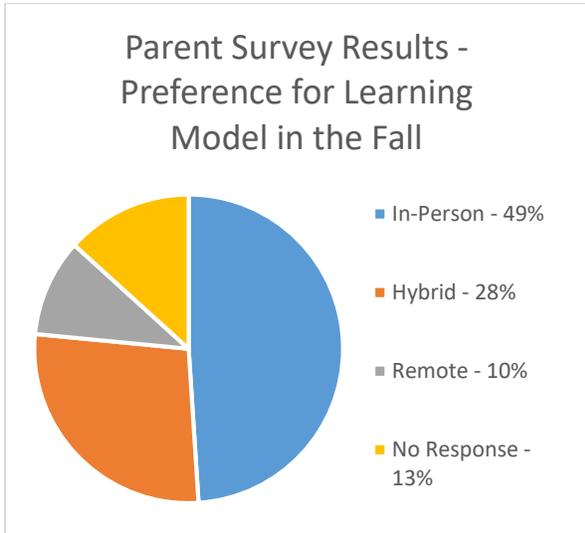
Based on what we have learned from being operational for both day and residential students, DESE guidance, parent, student and staff feedback, and our understanding of the associated health and safety requirements, we evaluated our capacity to provide each of the three designated education models (full remote, hybrid, full in-person). School leadership created evaluation teams to review financial resources, staffing needs, space requirements, curricular and technology supports, and PPE accessibility. Findings in each category were compiled and assessed in order to determine the feasibility for each of the fall programming options.

As noted, an important part of our planning included surveys of students, parents and staff. Day students' parents were contacted and surveyed to review the viability for their child's return to in-person learning. Students were surveyed to understand their insights and related hopes for learning in the fall. Districts were also engaged in conversation to ensure that transportation capabilities would in place. In addition, staff were surveyed to provide context to our planning for appropriate, on-site educational services. Please refer to the survey detail outlined below.

As we reopen in the fall, it will not be without concerns and challenges. The areas identified as a potential concern were associated with the financial costs of maintaining PPE inventories; navigating potential health and safety risks as the pandemic evolves; securing and maintaining appropriate and credentialed staff; and, the fragile nature of our population should we not be able to provide in-person educational services for day students.

In conclusion, and as an outcome of this study, it has been determined that each of the three models can be viably supported for day students in a manner that provides a robust and appropriate learning environment. The current structure for our residential population will continue uninterrupted as well.

## SURVEY RESULTS – LEARNING MODEL PREFERENCES





## FALL EDUCATION PROGRAM OVERVIEW

As we plan for the fall, our focus will be the health and well-being of each student, family member and our staff as well as on providing a rich and robust educational program. Our commitment to health and safety measures will be unwavering in our daily routines and practices. As research reflects, these measures are key component to mitigating risk and for maintaining a positive and successful learning environment where our students can flourish. This section will provide an overview of our approach to learning, teaching supports and student services.

### Approach to Social Emotional Learning

Doctor Franklin Perkins School is committed to providing each student with a robust curricular program that supports not only educational advancement as well as a focus on social and emotional wellbeing. Building relationships is foundational to developing the rapport essential for guiding students towards positive decision making and creating meaningful learning experiences. Understanding that Perkins' students have complex needs, our approach to educational services and student supports is multi-pronged and incorporate the following:

- **Relationships:** Facilitating positive relationship building, time will be set aside to deepen our understanding of each child's needs and build positive partnerships for learning.
- **Environments:** Providing an environment that is equitable, safe and provides the opportunity for students to embrace the joy of learning.
- **Community:** Providing students and families the ability to be a part of the school community and feel united in our culture with a sense of purpose and pride.
- **Communication:** On-going family outreach, communication and collaboration relating to each student's academic program and related needs that promote positive outcomes.
- **Family Engagement:** Supporting students through teamwork and collaboration with family members to continually provide each child with the appropriate strategies essential in promoting and achieving educational advancement as well as social, emotional and physical wellbeing.
- **Positive Strategies:** Developing individualized strategies that guide each student towards positive choices, voice and actions.
- **Individualized Programs:** Providing specialized academic programming as outlined in each child's Individual Education Program and, as appropriately identified, includes additional services such as occupational therapy, speech and/or reading supports.
- **Clinical Services:** Supporting each child with on-going clinical guidance and supporting individuals when in crisis.

- **Data:** Utilizing data related to IEP goals and benchmarks, behavioral dashboards and assessments that can guide monitoring and planning strategies for each student.

## **Teaching and Learning Supports**

It Doctor Franklin Perkins School's goal to provide for learning in the following areas:

- Special education teachers, content specialists, clinicians and staff will remain focused on developing connections and deepening relationships that are key in student development. Examples of this include daily, individualized check-ins, praise and reinforcement, active listening, proactive and collaborative conversations, supporting positive choices and integrating personalized sensory strategies to support engagement in the classroom.
- Special education teachers and content specialists will focus on preparing and presenting differentiated curriculum framework that promotes equity and access. Realizing that varying approaches to learning can present challenges, our goal will be to ensure each student has the proper technology, resources and outreach as outlined in his or her IEP to promote active engagement in the learning community.
- Special education teachers and content specialists will utilize each student's IEP goals, benchmarks and accommodations as the focus when preparing and presenting differentiated, grade level curriculum. Teachers will focus on lessons that target skill acquisition, advancement and that also align with the Massachusetts Curriculum Frameworks and Common Core Standards.
- Special education teachers, content specialists and staff will focus on bringing a sense of belonging to the educational community and joy to the process of learning. Educators purposefully create opportunities for each student to share his or her interests, experiences, talents, strengths, perspectives and cultural heritage and traditions. By doing this, each member of the classroom has a deeper understanding of each other and provides a sense of mutual respect and unity within the learning environment. As a school community, we model for students our community of caring that fosters the values of kindness, tolerance, courage and hope in the daily classroom routines and practices. Educators provide meaningful opportunities throughout the year for students to engage in school-wide events, whether virtual or in-person, to illustrate our students many talents and to also increase his or her self-esteem and sense of belonging.
- Special education teachers, content specialists, clinicians and staff will continually provide opportunities for collaboration and communication with families throughout the school year. Educators and specialists collaborate with families weekly regarding educational supports, assignments and how students are progressing in their academic program. Clinicians' partner with families each week to share student's successes and challenges, to problem solve student's supports needed within the home, and to collaborate as needed with external service providers.

## **Student – Family Services**

- Team meetings will continue virtually, as appropriate, until further notice.
- Progress meetings will be conducted, as appropriate, virtually or by phone.

- IEP evaluations will continue under the currently established safety protocols.
- Quarterly Progress Reports will be sent quarterly as currently established.
- Parent meetings will be conducted virtually or by phone; meetings are held quarterly and annually.

### **Student Progress Monitoring**

- Attendance will be tracked daily for in-person and virtual presence and engagement.
- Grading for core content and specialty courses will be in a letter format as appropriate and will be reported quarterly; progress reports will be issued mid-quarter.
- Progress monitoring, related to IEP goals and benchmarks, will be tracked and reported through the normal Quarterly Progress Reports to families and districts quarterly.
- Behavioral data will be monitored daily during in-person school days and communicated to families during parent meetings and phone calls.

### **Student Supports for English Learners**

Doctor Franklin Perkins School will provide the following supports and strategies for English learners:

#### **Communication and Collaboration:**

- On-going communications with parents and students will occur in their native language, when applicable.
- Communication will be provided by individuals on staff or through an external translation company when appropriate.
- Documentation translation services will be provided for written communications.
- In-person and virtual classes and check-ins for student and family to support each model and the child's progress biweekly.

#### **Educational Supports and Strategies:**

- Development of lessons and chunking content to support academic language development, conceptual development and comprehension that support the four domains of language.
- Use of videos or other virtual resources, including RingCentral and Google Classrooms, Google Translate to link to the main lessons of grade-level curriculum that support accessibility and accommodations.
- Providing 1:1 academic and support sessions to support specific needs of the students.
- Provision of visual representations of the content, curriculum and instruction focusing on academic language goals.
- Flexible pacing of the content instruction and assessments.
- Learning opportunities provided through the use of journal entries, reading logs, activity logs, technology platforms for assessment posting and grading (Google Classrooms, seesaw and RingCentral virtual meetings) and assessment/learning packets.

- Multiple opportunities will be provided by educators and specialist for student’s feedback and voice expression, which will enable on-going assessments for additional areas of need.
- On-line learning programs will continue as part of extending each individuals learning, which includes programs such as ELL BrainPOP, IXL, Khan Academy, Freckle, Mathia, Tinker, Epic, Reading A-Z and Prodigy. Each application will provide students with visual and auditory connections, opportunities for repetition, and an individualized paced to learning.

**Student Out-of-School Time Plan:**

We will continue to assess our capabilities to provide after school activities such as virtual clubs, enrichment activities and sport offerings. If and when we are positioned to offer activities, we will communicate with families.

**EDUCATIONAL MODELS OF INSTRUCTION AND PROGRAMMING**

**Remote Learning Plan**

If remote learning is determined as necessary due to an increased COVID 19 infection rate, Doctor Franklin Perkins School is prepared to provide a comprehensive, remote educational program for our day student population that individually accommodates each student’s learning needs and related services.

**Educational Program:**

- Technology requirements for each student have been assessed and will be accommodated to ensure access and engagement from home. If students require technology, it will be provided in the same manner as our prior remote learning plan accommodated.
- Educational learning time will include a combination of synchronous and asynchronous instruction encompassing all core content areas, electives and specialty subjects as well as self-directed assignments, research projects and educational activities that broaden each students learning as guided by the Massachusetts Curriculum Framework and Common Core.
- The structured learning time is based on six hours per day of virtual presence and self-directed engagement in assignments, projects and related educational activities.
- A class schedule outlining daily courses will be provided to each student and family each day. The daily schedule will be individually designed for each student to incorporate specialized services, 1:1 meetings with teachers, as well as stretching and physical movement breaks.

- An overview of the structured, independent learning activities and assessments will be emailed to students and family members each morning to accompany virtual daily courses and instruction as well as posted to each students Google Classroom or Seesaw account for ease of access.
- Assignments and instructions for all students will be posted to each students Google Classroom or Seesaw account daily.
- Supplemental on-line learning programs will continue as part of extending each individuals learning, which includes programs such as IXL, Khan Academy, Freckle, Mathia, Tinker, Epic, Reading A-Z and Prodigy.

**Educational Supports:**

- Classes for day students will be facilitated by a licensed educator and encompass core content curriculum and specialty courses appropriate to the grade level for each class.
- Google Classroom and Seesaw have been incorporated into the learning environment to provide a virtual platform for students to access while engaging remotely.
- Supplemental on-line learning programs will continue as part of extending each individuals learning, which includes programs such as IXL, Khan Academy, Freckle, Mathia, Tinker, Epic, Reading A-Z and Prodigy.
- Student IEP goals and benchmarks will be assessed for the home environment and the team (parents, district and Perkins) will collaboration and work together to address and accommodate each child’s plan appropriately.
- Clinicians will collaborate with families to coordinate individualized services with teachers and specialists. Specialized services can include providing 1:1 virtual sessions, office hours and tutoring sessions as appropriate for each student.

## General Sample Schedule for Remote Learning:

Remote Daily Schedule Sample					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45 AM	Virtual Academic and Executive Function Skill Builders and Morning Announcements	Virtual Academic and Executive Function Skill Builders and Morning	Virtual Academic and Executive Function Skill Builders and Morning	Virtual Academic and Executive Function Skill Builders and Morning	Virtual Academic and Executive Function Skill Builders and Morning
8:45 - 9:30 AM	Reading or Literature - Virtually Supported	Reading or Literature - Virtually Supported	Reading or Literature - Virtually Supported	Reading or Literature - Virtually Supported	Reading or Literature - Virtually Supported
9:30-10:15 AM	Writing and Reading Literacy - Virtually Supported	Writing and Reading Literacy - Virtually Supported	Writing and Reading Literacy - Virtually Supported	Writing and Reading Literacy - Virtually Supported	Writing and Reading Literacy - Virtually Supported
10:15 - 11:00 AM	<i>Specials and Elective Options - Virtually Supported</i>	<i>Specials and Elective Options - Virtually Supported</i>	<i>Specials and Elective Options - Virtually Supported</i>	<i>Specials and Elective Options - Virtually Supported</i>	<i>Specials and Elective Options - Virtually Supported</i>
11:00 - 11:45 AM	Science Virtually Supported	Science Virtually Supported	Science Virtually Supported	Science Virtually Supported	Science Virtually Supported
11:45 -12:30 PM	<i>Physical Activity, Lunch and Character Counts Groups</i>	<i>Physical Activity, Lunch and Character Counts Groups</i>	<i>Physical Activity, Lunch and Character Counts Groups</i>	<i>Physical Activity, Lunch and Character Counts Groups</i>	<i>Physical Activity, Lunch and Character Counts Groups</i>
12:30 -1:15 PM	Math Virtually Supported	Math Virtually Supported	Math Virtually Supported	Math Virtually Supported	Math Virtually Supported
1:30 -2:15 PM	Social Studies, History or Justice and Law Virtually Supported	Social Studies, History or Justice and Law Virtually Supported	Social Studies, History or Justice and Law Virtually Supported	Social Studies, History or Justice and Law Virtually Supported	Social Studies, History or Justice and Law Virtually Supported
2:15-2:30pm	Academic Intervention Virtually Supported	Academic Intervention Virtually Supported	Academic Intervention Virtually Supported	Academic Intervention Virtually Supported	Academic Intervention Virtually Supported

## **Hybrid Learning Model**

If it is determined as necessary, due to an increased COVID 19 infection rate, Doctor Franklin Perkins School is prepared to provide a comprehensive, hybrid learning model for day students.

The hybrid learning model for day students would mirror the format that is currently being provided, which is comprised of a comprehensive educational program for each student through a Group A/Group B format:

- Group A – Attend in person on Monday and Tuesday, virtually Wednesday through Friday.
- Group B – Virtual presence on Monday through Wednesday and attend in person Thursday and Friday.

### **Educational Program:**

Day students would continue to be assigned in Group A/Group B cohorts as outlined above five day per week, six hours each day, with a comprehensive virtual learning component and guided independent learning assignments and educational activities when remote.

- Technology requirements for each student have been assessed and will be accommodated as outlined in the remote learning model, to ensure access and engagement from home.
- Educational learning time will include a combination of synchronous and asynchronous instruction encompassing all core content areas, electives and specialty subjects as well as self-directed assignments, research projects and educational activities that broaden each students learning as guided by the Massachusetts Curriculum Framework and Common Core.
- Structured learning time is based on five days per week, six hours per day, of virtual presence and self-directed engagement in assignments, projects and related educational activities.
- A class schedule outlining daily courses will be provided to each student and family each day. The daily schedule will be individually designed for each student to incorporate specialized services, 1:1 meetings with teachers, as well as stretching and physical movement breaks.
- An overview of the structured, independent learning activities and assessments will be emailed each morning to families and student to accompany virtual daily courses and instruction as well as posted to each students Google Classroom or Seesaw account for ease of access.
- Assignments and instructions for all students will be posted to each students Google Classroom or Seesaw account daily.
- Supplemental on-line learning programs will continue as part of extending each individuals learning, which includes programs such as IXL, Khan Academy, Freckle, Mathia, Tinker, Epic, Reading A-Z and Prodigy.

**Class sizes/Learning Spaces:**

- Students will continue to be grouped in smaller cohorts according to the suggested physical distancing requirements, classroom size and grade level assigned.
- Day and residential cohorts would continue to remain in separate locations and classrooms for the initial phase of re-opening to reduce risk factors.
- Classrooms have been revamped to provide additional independent work stations and centers with additional open spaces established to encourage physical distancing throughout the day.
- Students are provided individual materials, resources and technology access to maintain safety protocols.
- Daily cleaning and disinfecting protocols will be followed as outlined.

**Educational Supports:**

- Classes for day students will be facilitated by a licensed educator and encompass core content curriculum and specialty courses as appropriate to the grade level for each grouping. Remote students will be provided access to daily classes through a reoccurring virtual link.
- Remote students are expected to login virtually each day to classes being taught, with attendance being tracked by the facilitating teacher.
- Students will receive the appropriate comprehensive services as outlined in his or her individual education program as delineated in the service grid plan.
- An overview of the structured, independent learning activities and assessments will be emailed to remote students each morning to accompany daily courses with instructions.
- Google Classroom and Seesaw have been incorporated into the learning environment to provide a virtual platform to access assignments while in-person during the school day and while remote at home.
- On-line learning programs will continue as part of extending each individuals learning, which includes programs such as IXL, Khan Academy, Freckle, Mathia, Tinker, Epic, Reading A-Z and Prodigy.
- Teachers, specialists and clinicians will collaborate with families and students to also coordinate and provide 1:1 virtual sessions, office hours and tutoring sessions as appropriate for each student.
- For students whose parents have determined that their child will not be able to return at this time, a remote learning plan will be provided according to the specifications outline in the Remote Learning Plan section.

## General Sample Schedule Hybrid:

Group A - DAY STUDENT SCHEDULE SAMPLE					
Time	Group A - Academics (On Campus)		Academics Remote/Virtual	Group A - Related Services & Academic Support	
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45 AM	Academic and Executive Function Skill Builders and Morning Announcements	Academic and Executive Function Skill Builders and Morning Announcements	Academic and Executive Function Skill Builders and Morning Announcements Virtual		
8:45 - 9:30 AM	Reading or Literature	Reading or Literature	Reading or Literature: whole class virtual meeting	Reading or Literature Initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment	
9:30 - 10:15 AM	Reading and Writing Literacy	Reading and Writing Literacy	Reading and Writing Literacy: whole class virtual meeting	Reading and Writing Literacy Initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment	
10:15 - 11:00 AM	Math	Math	Math: whole class virtual meeting	Math: initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment	
11:00 - 11:45 AM	Science	Science	Science: whole class virtual meeting	Science: Initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment	
11:45-12:30 PM	Physical Activity, Lunch and Character Counts	Physical Activity, Lunch and Character Counts	Lunch	Lunch	Lunch
12:30 - 1:15 PM	Social Studies, History or Justice and Law	Social Studies, History or Justice and Law	Social Studies, History or Justice and Law: whole class virtual meeting	Social Studies, History or Justice and Law: Initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment	
1:15 - 2:00 PM	Specials and Elective Options	Specials and Elective Options	Student Independent Engagement through Google Classroom for Specials		
2:00 - 2:30 PM	Academic Intervention	Academic Intervention	Individual 1:1 Teacher or Teaching Assistant Check-in	Individual 1:1 Teacher or Teaching Assistant Check-in	Individual 1:1 Teacher or Teaching Assistant Check-in

Group B - DAY STUDENT SCHEDULE SAMPLE					
Time	Group A - Related Services & Academic Support		Academics Remote/Virtual	Group B - Academics (On Campus)	
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45 AM	Academic and Executive Function Skill Builders (Independent)			Academic and Executive Function Skill Builders and Morning Announcements	Academic and Executive Function Skill Builders and Morning Announcements
8:45 - 9:30 AM	Reading or Literature Initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment		Reading or Literature: whole class virtual meeting	Reading or Literature	Reading or Literature
9:30 - 10:15 AM	Reading and Writing Literacy Initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment		Reading and Writing Literacy: whole class virtual meeting	Reading and Writing Literacy	Reading and Writing Literacy
10:15 - 11:00 AM	Math: initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment		Math: whole class virtual meeting	Math	Math
11:00 - 11:45 AM	Science: Initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment		Science: whole class virtual meeting	Science	Science
11:45-12:30 PM	Lunch	Lunch	Lunch	Physical Activity, Lunch and Character Counts	Physical Activity, Lunch and Character Counts
12:30 - 1:15 PM	Social Studies, History or Justice and Law: Initial Virtual Whole Class Instruction followed by Independent or Self-directed Assignment		Social Studies, History or Justice and Law: whole class virtual meeting	Social Studies, History or Justice and Law	Social Studies, History or Justice and Law
1:15 - 2:00 PM	Student Independent Engagement through Google Classroom for Specials			Specials and Elective Options	Specials and Elective Options
2:00 - 2:30 PM	Individual 1:1 Teacher or Teaching Assistant Check-in	Individual 1:1 Teacher or Teaching Assistant Check-in	Individual 1:1 Teacher or Teaching Assistant Check-in	Academic Intervention	Academic Intervention

## **In-Person Learning Model**

Doctor Franklin Perkins' In-person learning model will provide comprehensive, full day service for each student enrolled.

### **Educational Program Structure:**

- **Residential** students will, per our current model, continue in-person educational services five day a week and six hours per day.
- **Day** students will be on campus for in-person educational services five day a week and six hours per day.
- Each grade level and classroom will be provided core content and specialty courses that are outlined in a five-day schedule with six-blocks daily.
- Attendance and engagement is tracked daily.

### **Class sizes/Learning Spaces:**

- Students will continue to be grouped in smaller cohorts according to the suggested physical distancing requirements, classroom size and grade level assigned.
- Day and residential cohorts would continue to remain in separate locations and classrooms for the initial phase of re-opening to reduce risk factors.
- Classrooms have been revamped to provide additional independent work stations and centers with additional open spaces established to encourage physical distancing throughout the day.
- Students are provided individual materials, resources and technology access to maintain safety protocols.
- Daily cleaning and disinfecting protocols will be followed as outlined.

### **Educational Supports:**

- Classes for residential and day students will be facilitated by a licensed educator and encompass core content curriculum and specialty courses appropriate to the grade level for each class.
- Google Classroom and Seesaw have been incorporated into the learning environment to provide a virtual platform to access while in-person during the school day and as needed at home or in the residence.
- On-line learning programs will continue as part of extending each individual's learning, which includes programs such as IXL, Khan Academy, Freckle, Mathia, Tinker, Epic, Reading A-Z and Prodigy.
- Students will receive the appropriate comprehensive services as outlined in his or her Individual Learning Program (IEP) and delineated in the service grid plan.
- Educational programming for each student's will be facilitated in a manner that meets the IEP goals, benchmarks and accommodations outlined in each individual's plan.
- For students whose parents have determined their child will not be able to return at this time, a comprehensive remote learning plan will be provided according to the specifications outline in the Remote Learning Plan section.

## General Sample Schedule In-Person:

In-Person Daily Schedule Sample					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45 AM	Academic and Executive Function Skill Builders and Moring Announcements	Academic and Executive Function Skill Builders and Moring Announcements	Academic and Executive Function Skill Builders and Moring Announcements	Academic and Executive Function Skill Builders and Moring Announcements	Academic and Executive Function Skill Builders and Moring Announcements
8:45 - 9:30 AM	Reading or Literature				
9:30-10:15 AM	Writing and Reading Literacy				
10:15 - 11:00 AM	<i>Specials and Elective Options</i>				
11:00 - 11:45 AM	Science	Science	Science	Science	Science
11:45 -12:30 PM	<i>Physical Activity, Lunch and Character Counts</i>				
12:30 -1:15 PM	Math	Math	Math	Math	Math
1:30 -2:15 PM	Social Studies, History or Justice and Law				
2:15-2:30pm	Academic Intervention				

# IN-PERSON LEARNING PROGRAM OPERATIONS AND FACILITIES OVERVIEW

## **Arrival/Dismissal Plan**

- Day Student Arrival is between 8:15 – 8:30 AM and Student Dismissal is between 2:30 – 2:45 PM
- Day students' arrival and departure will be according to the designated plan outlined within the respective plans for the hybrid and in-person model.
- Day students' arrival and departure will be at the entrance of their assigned building.
- Residential Student Arrival is between 8:15 – 8:30 AM and Student Dismissal is between 2:15 – 2:30 PM
- Residential students are transitioned each morning, by their assigned teaching assistant and/or residential day staff, to their assigned classroom through the designated building entrance. Residential students are transitioned, by the assigned residential staff, from their classroom out the designated exit and to their assigned residential program.
- Students are not permitted to bring backpacks or packages to school at any time to mitigate risks.
- Students will be permitted to bring a lunch, if that is preferred to school lunch offerings.
- Students are only permitted to bring paper lunch bags.
- Lunches brought to school must consist of items that do not need heating or refrigeration as the school is unable to warm/heat or refrigerate student lunches. Lunches will be maintained within the classroom in a designated area for storage.

## **Program and Building Assignment and Structure:**

To maintain the optimum health and safety requirements for staff and students as well as the separation of day and residential programs, buildings are configured as follows:

**Wyman** – Elementary/Middle School grades 2-6 for day students only

**Hermann**– Middle/High School grades 7-10 for day students only

**Janeway Main Specialty Wing** - High School grades 11 -12 for day students only

**Snack Shack** – Adult Transition Program for day students only

**Janeway Classroom Wing** – Middle/High School grades 8-12 residential students only

**Fleischner and Library** – Adult Transition Program residential students only

## **Breakfasts and Lunch Structure:**

**Breakfasts** – upon arrival and check-in, students will transition directly to their assigned class and will have breakfast at that time within the classroom setting.

- Breakfasts will consist of healthy choices provided daily by the cafeteria. Choices will be items that do not require heating or refrigeration.
- Prior to arrival each morning, breakfast choices will be obtained, from a designated area in the cafeteria, by the identified classroom teaching assistant and/or building supervisor. Breakfast items will be made available in the classroom in preparation for student's arrival. Teachers and teaching assistants will coordinate food distribution.

**Lunches for Day and Residential Students** – Lunches will be obtained from a predetermined location in the cafeteria and distributed as follows:

- Teaching assistants, with assistance from building supervisors, will coordinate the pickup and delivery of lunches for their assigned classrooms.
- Lunches are delivered to each classroom daily between 11:00 – 11:30 or 11:30 – 12:00 daily.
- Fruits will be provided in the same format mid-morning.
- Water bottles, individually marked, are provided to each student at the beginning of the year. Bottles are cleaned and refilled by staff daily. As appropriate, bottles are replaced.

**No common area breakfasts will be served at this time and until further notice.**

## **PREVENTATIVE HEALTH AND SAFETY MEASURES**

### **Building and Classroom Specific**

#### **Daily Health and Safety Requirements:**

- Masks are required at all times when inside buildings
- Masks are required when outside unless individuals are following the required six-foot physical distancing protocol.
- Each building will continue to follow the currently identified plan and associated signage that defines assigned entrances and exits, classrooms spaces, staffing supports, sick room locations, and facilities.
- Currently established protocols will be continued in order to maintain health and safety measures:
  - Morning arrival locations are predetermined by classroom and building location. A morning arrival team for each location (building supervisor, teaching assistants and a team of clinicians for each building) is designated to greet each student and support their transition to the appropriate classroom;
  - Daily food distribution is facilitated by the building supervisor and teaching assistants;
  - Planned mask breaks are established for each classroom; and,
  - Afternoon dismissal will be conducted by the same team assigned each morning. Students will be dismissed from their assigned building to his or her transportation vehicle.
- Daily disinfectant protocols are followed by staff and housekeeping to mitigate potential risk factors. Using the following disinfection checklist, staff will conduct a wipe down of high-touch areas mid and end of day, including:
  - Door handles;
  - Light switches;

- Faucets;
- Phones;
- Keypads and mouse;
- Desks; and
- Countertops.

## **Student and Staff Health and Wellbeing**

**Transportation** - Expectations for students on buses will be outlined by each school district and coordinated with the appropriate bus company. Families and students must adhere to the busing company's regulatory requirements for transportation.

**Daily Screening** – Parents are required to screen their child daily with the following questions. If the answer to any question is **yes**, the child is not permitted to be transported and attend school. The child must remain at home with their parent or caregiver:

1. Today or in the past 24 hours, have you or any household members had any of the following symptoms? Fever (temperature of 100.0°F or above), felt feverish, or had chills, cough, sore throat, difficulty breathing, gastrointestinal symptoms (diarrhea, nausea, vomiting), fatigue (Fatigue alone should not exclude a child from participation), headache, new loss of smell/taste, new muscle aches, abdominal pain, unexplained rash, or any other signs of illness? Link for further information:  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>
2. In the past 14 days, have you had close contact with a person known to be infected, or waiting for test results, with the novel coronavirus (COVID-19)?
3. In the past 14 days, have you traveled outside of the states currently listed as safe? Link:  
<https://www.mass.gov/info-details/covid-19-travel-order>

**Temperature verification** – In addition to the parent screening, each child's temperature will be taken upon arrival to school using a non-touch thermometer. If a child has a fever of 100.0 or higher, the student will be isolated and the family contacted to make plans for the student's return home.

**Masks** - In accordance with the June 8, 2020 memorandum from the Department of Elementary and Secondary Education all staff and students must wear face coverings or masks at all times, with the exception of those for whom it is not safe to do so. Families should provide their child with a sufficient supply of masks and face coverings (minimum of 2 daily) to allow their child the ability to replace the covering as needed. Additional back-up masks will be provided by Perkins throughout the day if needed. The purpose of this universal precaution is to limit the spread of germs/viruses into the environment and to protect everyone within the community. Clinicians have been working with families to begin the learning process of new expectations prior to their presence on campus and reviewing the protocols for wearing a mask.

**Hand Hygiene** – Students and staff must wash their hands or use hand sanitizer often, making sure to wash all surfaces of their hands. Students will be supervised by staff and not be allowed independent access to hand sanitizer in order to maintain student safety. Hand washing is required when the following criteria are met:

- Upon entry to and exit from school buildings;
- When coming in to school buildings from outside activities;
- Before and after eating;
- After sneezing, coughing, or nose blowing;
- After toileting;
- After touching or cleaning surfaces that may be contaminated;
- After using any shared equipment - toys, computer keyboards, mouse, etc.;
- After contact with facemask or cloth face covering; and/or,
- Before and after changing of gloves.

When using hand sanitizer students will be instructed to rub their hands until completely dry, to ensure they do not get sanitizer in their eyes or mouth.

**Isolation process for sick child** – Should it be determined that a student becomes ill, the student will be isolated from other students and staff and the nurse will be called to assess. With appropriate PPE consisting of mask, gloves and gown at a minimum, the nurse will assess the student individually. Upon assessment, if the student is determined to be at possible risk, he or she will be provided with a private location to remain until their parent arrives. The remaining students within that classroom will be relocated to an alternate location to reduce possibility of exposure and allow for the room to be cleaned and disinfected. Parents of students in contact with or, as appropriate, in the same building with a sick student will be notified.

**Tracing** – If a student become sick throughout the day, students and staff potentially exposed to the child will be identified and action steps taken.

**Supporting students who are physically challenged or unsafe** – Every effort will be taken to support each student in a manner that eliminates the need for physical interventions. Only situations in which there is serious and imminent danger to one's self or others can a physical intervention be used. Staff members engaging in physical restraint will be required to wear long sleeve clothing, gloves and masks and follow the guidance outlined above.

## **CERTIFICATION OF HEALTH AND SAFETY REQUIREMENTS**

Doctor Franklin Perkins School certifies that we meet the health and safety requirements issued by the Department of Elementary and Secondary Education outlined in guidance dated June 24, 2020:

- All staff and students are to follow mask protocols as outlined.
- Physical distancing requirements have been accommodated within classrooms and environments where staff and students frequent during the academic day.
- Student groupings are created to promote smaller cohorts and consistent staffing.
- Screening protocols have been established and will be followed for every student and staff.
- Hand hygiene protocols are established and followed throughout each day.
- Appropriate PPE materials are in place and available to all individuals as appropriate.
- Cleaning protocols are established and followed each day as outlined.

# SCHOOL CALENDAR 2020-2021

July '20	Doctor Franklin Perkins School Calendar	January '21																																																																																																																																																			
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	<p><b>To report absences, call:</b> (978) 368-4884 or (978) 368-6461</p> <p><b>To report transportation issues, call:</b> (978) 368-6533</p> <p>After 2:30 p.m., call: (617) 894-8586 (Emergency Cell)</p>																																																																																																																																																				
	<ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #4a7ebb; margin-right: 5px;"></span> School Closed</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #90ee90; margin-right: 5px;"></span> Professional Development</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #ffff00; margin-right: 5px;"></span> Parent/Guardian Event</li> <li><span style="display: inline-block; border: 1px solid black; border-radius: 50%; width: 15px; height: 10px; margin-right: 5px;"></span> First/Last Day of School</li> <li><span style="display: inline-block; border: 1px solid red; width: 15px; height: 10px; margin-right: 5px;"></span> Holiday</li> <li><span style="display: inline-block; border-left: 1px solid black; border-right: 1px solid black; width: 15px; height: 10px; margin-right: 5px;"></span> Early Dismissal</li> </ul>																																																																																																																																																				