



The Victor School Fall Reopening Plan August 10, 2020

The following document outlines the Schools plans for a return to in-person learning, hybrid learning, and remote learning, as required by the Department of Elementary and Secondary Education.

Executive Summary

The Victor School is a private special education school serving High Need students; each student has an IEP and has complex emotional, social, and/or learning profile that impacts their ability to access schooling in a less restrictive environment. Based on the DESE guidelines, 100% of our students should be prioritized for in-person learning. Our School recognizes the importance that a foundation of safety, consistency, and equity has on all students' ability to engage in learning; the relationships between members of our community is another essential component. This pandemic period has posed additional challenges in these areas, which were at the forefront of our planning process.

In planning for the fall, The Victor School has engaged in an extensive process which has included:

- Coordination with families via video meetings, email, phone calls, in person meetings, and surveys.
- Coordination with students in-person, via calls and via emails.
- Coordination with the Nursing Director and local DPH regarding safety protocols and procurement of PPE and sanitization supplies.
- Thorough review of DESE guidance and participation in all DESE calls.
- Coordination with Building Services regarding HVAC systems and floor plans to allow for distancing.
- Coordination with professional cleaning services on protocols and EPA approved products.
- Review of student data from and coordination with teachers regarding the spring remote learning experience.
- Review of in-person summer programming, which provided data on the efficacy of pandemic-related policies and procedures.
- Review of parent/guardian surveys and coordination with JRI's Educational Technology Coordinator to ensure access for all staff and students to devices and reliable wi-fi access at school and at home.

Additionally, guidance and recommendations for reopening school this fall have been offered to schools across the Commonwealth by a number of medical professionals and health organizations. Below are a few sources that highlight some of the factors we took into consideration during this process:

[American Academy of Pediatricians](#)

[Center for Disease Control & Prevention](#)

[DESE Doctors on Back to School in Massachusetts](#)

[Massachusetts Department of Public Health- Dashboard](#)

[CDC-What We Should Know About Coronavirus](#)

[CDC- Frequently Asked Questions Department of Elementary & Secondary](#)

[Department of Elementary & Secondary Education-Commissioner Updates](#)

[About COVID-19 Testing](#)

After careful review, The Victor School is poised for a full reopening for the fall term, and has developed hybrid and remote plans that can be implemented without delay should a closure be necessitated for safety of the school community. The School recognizes that even the best laid plans are at risk to be disrupted by the course of the virus, and is prepared to pivot from in-person to hybrid or remote should doing so be the safest call for our community. Similarly, the School is prepared to meet the needs of individual students or staff who may be in a position to quarantine for a period, and has designed these plans to offer as seamless a transition from one model to another as is called for.

The School is committed to the safety of each of our students and staff and to continuing to meet each student's needs as outlined in their individualized education plan. The School's plans fully follow-and oftentimes exceed-the recommendations from DESE. These plans are considered as final as possible, and accurate as of 8/10/20; as guidance is continually being updated, these plans may be adjusted to align with new guidance. The school has designated the Program Director, Wendy Rosenblum as the COVID-19 point person. The Program Director can be reached by calling the school at 978-266-1991 or via email at wrosenblum@jrischools.org.

Letter From The Superintendent

A letter from our Superintendent may be found [here](#).

In-Person Learning Model

The Victor School is prepared to welcome students back for the start of the Fall term, schedule for September 1, 2020. The Victor School has made several adjustments to its typical programming in order to maximize safety and allow for a full return to campus for the fall term. These adjustments have been shared with students and staff via virtual meetings, in-person meetings, calls, emails with video clips, photos and policy attachments, and incorporate parent, student and staff feedback. The adjustments were made with safety at the forefront, and do not impact the School's ability to meet IEP needs or time-on-learning requirements. Should a

situation arise where an IEP service delivery may look different or need adjusting (such as due to a student being remote and thus away from the typical service delivery), the School will work collaboratively with parents and the Team and document agreements on a form shared with all members of the Team.

Specifically, for the 2020-2021 school year, the following adjustments have been made:

Physical facility:

- All classrooms have been spaced to provide six feet of distancing for students and staff.
- Classroom tables were replaced with individual desks, which all face the same way.
- Hand sanitization stations are in place throughout the school.
- Hallways have been designated as one-way and/or have “lanes” to prevent crowding.
- The school maintains two Medical Waiting Rooms, one per floor, separate from the nursing office, for quarantine/additional assessment.
- Designated areas have been created inside and outside for use by individuals on mask breaks.
- Plexiglass dividers have been placed in areas where distancing is not possible (bathroom sinks). Hand dryers were replaced with touchless paper towel dispensers and touchless trash cans at all hand washing stations, including the bathrooms.
- Signage has been added throughout the school reminding students and staff about hand washing/sanitization, the safe donning and doffing of PPE including masks, and maintaining physical distancing.
- The School’s two multi purpose rooms and gym will be used for lunch to allow for additional spacing during lunch and cohort meetings.
- Outdoor seating has been increased to allow for classes/groups to be held outside, weather permitting.
- The School has ensured additional HVAC filtration school-wide and has added smaller air purifiers with HEPA filtration in smaller rooms and offices.

Schedule:

- The [2020-2021 School Calendar](#) includes a weekly half day to allow for ongoing staff training/coordination and thorough cleaning of the building. The School continues to meet the DESE approved number of days and hours of learning.
- The daily schedule runs from 8:20am to 2:45pm. The class schedule has been adjusted to decrease the number of classes students rotate through; class times were lengthened slightly and the School’s rotating schedule has been suspended to allow for increased consistency. The daily schedule may be found [here](#).
- Following DESE’s “school within a school” guidance, students were grouped into cohorts of no more than 18. Cohorts were developed based on class placement needs, learning styles, and social connections, and meet DESE age-range requirements. Students will change classes throughout the day with their cohorts and interactions limited to other students within their cohort.

- The School recognizes that some families may choose to continue remote learning; these students are assigned a full schedule and will be able to access classes in real time, alongside their in-school peers, via Google Meet.
- Students will continue to access lab sciences, art, music and gym, with modifications to the curriculum as needed to meet CDC and DESE safety guidelines.
- In addition to academics, students continue to receive all social/emotional and transitional services as outlined in their IEPs. The School has extensive experience with clinical models including Collaborative Problem Solving and trauma informed care; these models are embedded within the school program and will be used to support students. The School recognizes that some students may present with additional support needs in response to the pandemic period.

Protocols:

- The School has developed [comprehensive safety protocols](#) which have been distributed to parents/guardians; all staff have been trained on these protocols.
- The School had adopted [addendums](#) to protocols outlined in the Handbook, which are in place during the pandemic period and which align with DESE guidance.
- Students are screened for symptoms and provided with hand sanitizer/hand washing upon entry to the school each morning.
- Students' transitions to, from, and throughout the day are staggered to minimize crowding.
- Each room is equipped with hand sanitization/hand washing materials and students are regularly reminded of hand hygiene protocols, including when they touch or remove/don a mask, before and after eating or bathroom use, upon arrival and prior to departure from school, before and after using any shared items.
- Bathroom use is monitored to avoid overcrowding. Students are expected to use bathrooms one at a time.
- Lunch will be held in small, assigned groups, facilitated by clinical staff.
- Off-grounds (open campus) privileges have been suspended for the first quarter and will be revisited at that time.
- The School has cancelled in-person all-school events for the first quarter, at which time this policy will be revisited.
- Student transportation is arranged by the District, or in some instances may be provided by the students' families. The School has worked with families who wish their student to transport themselves to school and is supporting these requests when safe to do so.
- The School will be meeting students upon arrival, screening for symptoms, and will follow the DESE guidelines for nursing intervention should a student arrive with symptoms. The School will be admitting and releasing students one bus at a time to prevent crowding.
- Students have assigned seating which is tracked daily to support effective contact tracing.

- Students are not able to interact directly with school pets during the first Term, as the data related to animals' role in the spread of COVID-19 remains is still being gathered. This policy will be revisited after Term 1.

Hybrid Learning Model

Students at The Victor School are considered High Needs and are encouraged to attend school in person unless safety guidance mandates otherwise. Many students are still developing their ability to manage changes and transitions; a consistent schedule is important. Should a situation arise where students can not all be in the building at the same time, the School would pivot to a hybrid model whereby half of students would be in person Monday-Friday (Week 1), following their full schedule while the remaining students are accessing school remotely. The next week (Week 2), the groups would flip, with the previously remote students attending school and the other group learning remotely. During remote weeks, students will log in for live teacher instruction, while in-person weeks students will be on campus working directly with the teacher in the classroom. Remote learning will be interactive and made up of direct teacher instruction and related assignments and will mirror the in-person day, ensuring time on learning requirements are met. Work and participation will be graded in alignment with the School's grading policies.

The School has divided into five cohorts; three cohorts (Yellow, Orange and Purple) composed primarily of middle school students and underclassmen and two (Blue and Green) composed primarily of upper classmen. The School developed cohorts based on class needs, learning style, and social connections rather than dividing students across grade levels. The School ensures that DESE requirements regarding age range are met.

On week 1 of the hybrid model, Yellow, Orange and Purple cohorts will be on campus following their full schedule while Blue and Green will be learning remotely, following their full schedule from home; the remote learners have built in screen breaks throughout the day and teachers remain available for questions or one-on-one time during these otherwise asynchronous times. On Week 2, the cohorts switch with Blue and Green on campus and Yellow, Orange and Purple learning from home. Schedules noting the rotation, as well as the daily schedule for remote and in -person learners, are below.

Rotation of groups during hybrid model

	Week 1	Week 2	Week 3	Week 4
Yellow, Orange, Purple	In-Person	Remote	In-Person	Remote
Blue, Green	Remote	In-Person	Remote	In-Person

Daily schedule for in-person/remote students during hybrid model.

In Person Cohort Schedule	Remote Cohort Schedule
8:20-8:40 Homeroom	8:20-8:40 Homeroom via Meet
8:41-9:41 Block A	8:41-9:21 Block A via Meet 9:21-9:41 Block A asynchronous
9:42-10:42 Block B	9:42-10:22 Block B via Meet 10:22-10:42 Block B asynchronous
10:43-11:43 Block C	10:43-11:23 Block C via Meet 11:23-11:43 Block C asynchronous
11:44-12:14 Lunch	11:44-12:14 Lunch
12:15-1:15 Block D	12:15-12:55 Block D via Meet 12:55-1:15 Block D asynchronous
1:16-2:16 Block E	1:16-1:56 Block E via Meet 1:56-2:16 Block E asynchronous
2:17-2:45 Homeroom	2:17-2:45 Homeroom via Meet

The School recognizes that some families may choose to continue remote learning; these students are assigned a full schedule and will be able to access classes in real time, alongside their in-school peers, via Google Meet.

Remote Learning Model

The Victor School was proud to offer a robust remote learning plan upon school closure and has further developed its remote learning processes based on ongoing feedback from staff, students, and parents. The School ensures that structured learning time requirements are in place for remote learning.

Procedures for all students to participate in remote learning, including a system to track attendance and participation:

The School has surveyed all students and their parents/guardians to ensure each student has a designated computer available for their exclusive use during school hours, and access to reliable wifi. The School has distributed multiple Chromebooks for students at home, and maintains a bank of back-up devices should a replacement be needed. The School has no families without internet connectivity, but is able to provide hotspots should a need arise. The school continually monitors technology needs of its students.

The School has trained all students in the use of technology tools used at the school, and has held parent trainings on these tools. The school has made videos demonstrating the use of these tools that are available to parents and students at any time, and has staff available to support any questions that may arise.

Attendance is taken at the beginning of class, where video is required for students unless contraindicated/a student has a specific plan not to use video for this brief period. Attendance is tracked throughout the class period, and students are expected to participate using video, voice, or chat features depending on their specific needs and preferences. Attendance and participation are tracked in the School's SIS. The student's Clinician and Academic Advisor are notified should a student not engage in class so targeted problem solving can occur.

Alignment of remote work to standards

The Victor School requires all academic work to align fully with the State standards. Remote learning follows the standards set in the on-site, in-person courses.

Grading remote work

Students are assessed using both formative and summative methods throughout the term. Students are graded based on the specific class expectations as outlined in the course syllabus. Students typically earn letter grades of A-F quarterly, with grades comprised of participation, tests/quizzes, and work samples. The School also provides a standards-based report for each student in each class so students and parents are aware of specific academic progress on the areas targeted. The school utilizes a student information system and issues formal report cards quarterly.

Parent/guardian communication

The student's Academic Advisor and/or Clinician are in at-least-weekly contact with each parent and guardian via phone or video meetings; email is also used regularly to communicate with parents/guardians. Parents are welcome to attend meetings on campus, following distancing and mask protocols. The Administrative Team issues a weekly update via email, and holds regular drop-in virtual meetings for updates and Q and A. Staff are also available on a limited basis to attend a family meeting at a student's home or in the community.

The School's technology platforms, staffing model, curriculum and instructional materials

The School uses G-Suite for Education, a cloud based option that allows access from any location. Multiple staff are Google Certified Educators and the School maintains a Google Certified Trainer on staff. Staff receive ongoing professional development on the use of these tools and on 21st Century education.

Each teacher's curriculum is aligned with State standards and is designed to challenge students and prepare them for college and career readiness, while also meeting their individual IEP needs. Teachers maintain licensure in their content area and/or special education and participate in ongoing professional development to support continued licensure. Teachers utilize

a number of instructional materials, including books (hard copy and PDF), videos, demonstrations, projects and podcasts. The School sends needed materials home to students participating remotely.

Out of School Time Plan

The School delivers all services and education during the regularly scheduled school days. The School has an ongoing commitment to 21st Century Learning, dedicating professional development to this topic ongoing. The School maintains Ed Tech Ambassadors that coordinate with sister schools within the larger agency on 21st Century Learning and holds an annual all-teacher training on this topic across schools within the agency. The School is available to support families and students in maintaining connections with outpatient or home-based providers and in structuring non-school time as requested.

Student Supports and Professional Learning

Students receive all supports indicated in their IEPs, including individual, group and family counseling sessions, collateral coordination, and specialized academic delivery. Each student and their family works closely with a Clinician and an Academic Advisor to ensure these supports are in place and progress is being made. The School is committed to ongoing professional development of staff and secures speakers, holds books clubs, and regular in-service training opportunities.

Certification of Health and Safety Requirements

The Victor School confirms that it has incorporated all health and safety requirements issued by DESE in the following advisories:

- [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](#)

The School's [comprehensive safety protocols](#) and policy [addendums](#) detail our plan to meet these requirements.

Respectfully Submitted,

Wendy Rosenblum, Director