



Italian Home
for Children

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The Italian Home for Children

2020 Comprehensive Reopening Plan

Mary Savioli Pallotta Educational Center

8-10-2020

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Letter from the Executive Director

Dear Parents, Guardians, and Students:

I hope you and your family are healthy and thriving, despite the complexities of 2020.

Our school community has been in an extraordinary situation since Governor Charlie Baker issued his State of Emergency when the school transitioned to remote learning and telehealth for therapeutic supports. With great determination and a quick turnaround, the Mary Savioli Pallotta Educational Center continued to provide services for our students and families when they needed it most. Thank you for working together with us to continue to help us carry out our mission, to help your child reach his or her fullest potential.

We know that this is a year full of unknowns and challenges. We are writing with the hopes of resolving some of the unknown by providing three separate and flexible plans for the school that can be executed smoothly in response to the risks associated with COVID-19. Given the fluid nature of the pandemic we have carefully developed these plans to prepare our school community for all possibilities. **With that being said, it is our intention to open the school on September 9th for in-person, full day instruction.** With the changing nature of this situation, this should be viewed as a living document that will be updated as more and new information is released by various experts, such as the Centers for Disease Control and Prevention as well as the departments of the Executive Office of Health and Human Services.

While our classrooms are large, our class sizes are small, which means we can support our students in person while maintaining compliance with all guidelines and mandates. While we plan for most students to return for in-person instruction and therapy, there will be a small number of students learning and receiving therapeutic support remotely due to family/guardian's preference.

We remain steadfast in our commitment to provide an environment that exceeds the individual needs of each of our students. We believe in holding our students to high academic expectations complemented by counseling and enrichment services. Over the years, we have seen our students succeed and accomplish great things, and we know it will continue this year. We hope this document provides clarity as to how our community will have a successful and fulfilling year. We will continue to communicate with you in the coming weeks as we conclude summer programming and prepare for the 2020-2021 school year.

With care and compassion,

The Italian Home for Children Leadership

Executive Summary

Introduction

This document outlines the three different learning models the Italian Home for Children Mary Savioli Pallotta School has developed for the 2020-2021 school year. **The Italian Home for Children School will be open for In-Person learning starting September 9th.** The school will follow the In-Person Learning plan and will modify this document as needed.

The Italian Home for Children will continue to record attendance for students whether in-person or remote learning. Parents/caregivers are responsible for ensuring their child attends school every day whether in-person or remote. The Italian Home for Children will explore the reason for extended absences and document all efforts to locate students. IHC will proactively work and communicate with families/guardians to help alleviate barriers and challenges for student attendance, challenges such as transportation or technology. Staff receive training related to COVID-19, PPE, and cleaning and disinfecting

High Need and English as Second Language Individuals

The Italian Home for Children's unique student population would all be categorized as high needs students: students' in special education, students with limited internet access, students in foster care or congregate care, students who are dually identified as English Learners. As a result, we are proud of our commitment to provide in person learning for all children who are willing. Notably, over these past five months we had several children who struggled with accessing remote instruction and will prosper with in person learning due to the immediate access to a multidisciplinary team and more consistent attendance. Students will receive all services documented in their Individualized Education Plans (IEP) through in-person instruction, remote instruction, or a combination of both.

In-Person Learning

The aim of in-person learning is to provide learning instruction and therapeutic supports for students in the school building while ensuring that we all follow the current health guidelines issued by the Centers for Disease Control and Prevention (CDC) and departments of the Executive Office of Health and Human Services (EOHHS). We believe the success of this plan is multilayered and that staff, students, and families need to work together and take responsibility for following the guidelines set forth in this document to ensure we all remain healthy in body and mind.

Remote Learning

Planning for remote learning is necessary to ensure preparedness for changing circumstances related to pandemic exposures and to address the needs of students opting for the remote option. The academic 20-21 school year's remote learning will follow an "Instruction and Services" model which means we will provide students with a daily schedule and routines to meet academic expectations. This means students will have regular consistent opportunities to access live, synchronous instruction, student-to-student interaction, collaborative assignments/projects, receive teacher feedback and obtain other supports for academic, and social emotional growth. Their academic work is aligned to state standards and grades are given in accordance with the Italian Home for Children's grade policy, with emphasis on participation, effort, and technology challenges.

Hybrid Learning

Hybrid learning is a combination of In-person and Remote learning instruction. In the event we are not able to fully implement health and safety requirements or the situation in Massachusetts changes, the Pallotta Educational Center will employ a hybrid model of instruction that includes the health and safety

precautions as listed above. Students will be grouped into 2 cohorts attending in-person either Monday & Tuesday or Thursday & Friday. On days students do not attend in-person instruction, they will participate in synchronous on-line remote learning. In this learning model, the half day becomes Wednesdays while Fridays become full days.

Extended Day Enrichment Program

The Enrichment Program occurs Monday through Thursday from 3:30pm-4:15pm during the school year. This program provides a positive environment for students to participate in a variety of group activities such as coding, robotics, and sport or art clubs. Classes will be able to take advantage of our expansive and well-equipped campus to engage in outdoor activities while remaining within their self-contained classes for the enrichment programs. These programs will be offered at the same time across all learning models.

Student Social Emotional Support

The COVID-19 pandemic impacts all of us as we work to navigate through changing dynamics and remain cognizant the COVID-19 pandemic will impact our children's emotional and social wellbeing. As we reopen the school, we are reviewing our instruction to ensure our practice is evidence based to support the mental health of our children, families, and staff. As a school we provide a highly structured, predictable and safe environment where we work to establish developmentally appropriate and trusting relationships with students and families. We work with students on an individual basis to teach social emotional skills through individual clinical sessions as well as family therapy. Our supports aim to bridge the gap between Social Emotional Learning (SEL) at school and reinforcing it at home. Our team-based approach provides opportunities for collaboration between our mental health clinicians, Occupational Therapists, and Speech and Language Pathologists with Special Education teachers as we all support our students. All students have access to Occupational Therapy (OT) or Speech and Language tools and supports that allows students and teachers to benefit from our multidiscipline professionals. We incorporate mindfulness activities throughout the day to support our student's holistic development. Mindfulness helps students to manage their stress more effectively and work through it more quickly.

In-person learning Model

School Hours

The Pallotta Educational Center's operational hours are Monday through Friday from 8:00 am to 5:00 pm. An answering machine is on 24-hours to take any messages before or after these times.

The academic and therapeutic portions of the school day for students **is 9 am – 3:30 pm Monday through Thursday and Fridays 9 am - noon**. Monday through Thursday the enrichment program runs from **3:30 pm-4:15 pm**.

Guardian Wellness Screening and Monitoring

Before the student leaves home and before sending the child on school transportation, we expect parents/caregivers to conduct screening questions daily about the student and to also monitor the rest of the family. Parents/guardians should ask their student the following questions:

- (a) Today or in the past 24 hours, have you (and 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)?
 - Abdominal pain?
 - Unexplained Rash?
 - Fatigue?
 - Headache?
 - New loss of smell/taste?
 - New muscle aches?
 - Any other signs of illness?
- (b) In the past 14 days, have you had close contact with a person known to be infected with COVID-19?
- (c) In the past 14 days, have you traveled outside Massachusetts to a higher-risk state?

If an individual is exposed to someone with COVID-19, please keep the child at home for 14 days after the last day of contact with the person who was sick. They will be able to participate in classes remotely if feeling well. Please notify the school.

Attendance and Staying Home

Students with suspected or confirmed COVID-19 should not come to school. Individuals who develop symptoms at school will be sent home.

If a child needs to be isolated, quarantined due to COVID-19, and are asymptomatic they will participate in Remote Learning model and attendance will be marked accordingly. A child who is symptomatic will be marked absent due to COVID. Parents/guardians are responsible for ensuring their well child attends school every day and asymptomatic child attends daily via remote instruction. The Pallotta Educational Center will explore the reason for extended absences and document all attempts to locate the student. We will work with families to identify barriers to student attendance to support where possible. Support may include having their preferred staff person or a clinician try to reconnect and build back the rapport to serve as a bridge in getting the child back to the virtual classroom.

Daily attendance is reported to the School Secretary by 9:30 am. If a child is absent, the parent/guardian is responsible for calling or emailing the school to report the absence for both in-person and remote learning. If the school was not notified, the school secretary will call after 9:30 am to parents/guardians. Similarly, when the student does not attend remote learning sessions a classroom staff member will call after 9:30 am to inquire.

Transportation

School districts are responsible for arranging transportation for your student. Transportation companies are responsible for plans to follow health and safety precautions. Student drop off at the school will be staggered to allow students time to respond to screening questions upon arrival. Students should arrive to the school by 8:45am and picked up at 4:15pm.

Arrival/Dismissal

The rear entrance of the school will serve as the single point of entry and exit. The sidewalk leading up to the rear entrance has been painted with social distancing markers to help with arrival and dismissal procedures.

Pallotta Educational Center's Screening and Monitoring

Each day, upon arrival, students will be asked screening questions. If a student has a temperature over 100.0° F and/or positive response to the screening questions, he/she/they will be moved immediately into isolation in our "Medical Waiting Room". They will then be seen by our nursing staff and with the parent/guardian notified to pick up their student as soon as possible. Parents/guardians are responsible for picking up the student in such cases. In instances when a parent/guardian is delayed in picking up their child, staff will interact with the student while donning the appropriate PPE. The Pallotta Educational Center will follow the guidance in DESE's Protocols for Responding to COVID-19 Scenarios document.

While each situation is unique, the following steps will occur:

- Evaluation of symptoms by a medical professional
- Separation from others by utilizing the medical waiting area
- Cleaning and disinfecting spaces visited by the person
- Consult with a pediatrician if a test for COVID-19 is needed and stay at home while awaiting results
- If tested for COVID-19 and the result is positive:
 - o Remain at home at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms
 - o Monitor symptoms
 - o Notify the school and personal close contacts
 - o Answer the call from the local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
 - o Follow the local board of health's instruction for when to return to school.
 - o Secure release from contract tracers for return to school

Health and Safety protocols

Parents/guardians are responsible for providing students with face coverings or masks. Pallotta Educational Center will supply backup disposable masks for students. **All staff and students must always wear face coverings or masks except for those for whom it is not safe to do so due to age, medical condition, disability impact, or other health or safety considerations.** If a child needs an

accommodation around mask usage, a parent/guardian should contact the school Director to put in the accommodation request for review and response.

Our campus has enough space and equipment to hold classes outside when appropriate. Classes will remain self-contained, this includes breakfast, lunch, snack, Art, Music, Physical Education and clinical sessions. Cleaning of classrooms will occur in the evenings by a professional cleaning company while school staff engage in cleaning and sanitizing actions throughout the day.

Classrooms, hallways, and bathrooms are arranged to accommodate social distancing guidelines. This includes adequate spacing, markers, and single-stall restrooms. Each student will store their belongings in individual baskets near their seats. Desks are arranged so students are sitting at least 3 feet apart and up to 6 feet apart in some instances. One classroom will move through the hallways at a time along the social distancing markers.

Our classrooms are equipped with a sink and handwashing station where individuals will wash their hands with soap and water for at least 20 seconds when:

- When entering or leaving the area
- When coming into the building
- Before and after eating breakfast, snacks, and lunch
- After sneezing, coughing, or nose blowing
- After using the bathroom
- After using shared equipment such as after Art, Music, Gym, or clinical sessions

Additional cleaning and disinfecting supplies are stored in the classrooms and are available for teachers and staff to clean and disinfect throughout the day (i.e. before students enter, as students are at the school, and at the end of the day). Hand sanitizers have been installed on walls throughout the buildings as well.

Communication

We are committed to continuing to provide two-way communication for regular updates and in cases of emergency notifications for parents/guardians and children in the family/guardian's primary language. We will continue to communicate via phone, US Mail, email, zoom, and Google Classroom. Academic and Therapeutic material will be provided through Google Classroom accounts and/or mailed home. Students should plan on sharing their completed work during classes. The Pallotta Educational Center will maintain open communication between school staff and parents, with parents encouraged to call with any questions and concerns they may have regarding their child or the program. We expect the parent/guardian to continue contact the students case manager/clinician.

School staff may, on occasion, conduct surveys that are used to inform the school. Family communication is documented in the Student Information Management System.

Academics

The school academics are designed to offer students opportunities to achieve the highest level of learning in all foundational areas, to foster individual talents and strengths, and to instill a love for lifelong learning. Individual differences in development and learning styles, cultural backgrounds, and family/life systems are all taken into consideration. Our goal is for all students to succeed and thrive in a less restrictive environment. Ongoing support and encouragement are provided throughout the day to address the dynamic needs of students and families.

Our comprehensive curriculum of Reading, Language Arts, Spelling, Math, Science, Social Studies, Art/Humanities, and Physical Education is tailored to student's individual needs.

Therapeutic Related Services

Therapeutic Supports are designed to help students reach their fullest potential. All students will continue access to services documented in Individual Education Plans (IEPs), such as Speech and Language (SLP), Occupational Therapy (OT), and counseling. Students will receive these supports during the school day. Select services may still be conducted via teleservices (e.g. Zoom) as needed such as family therapy and IEP meetings. Changes to service delivery will be documented in writing to the parent/guardian in their preferred language. To limit exposure, we prefer IEP team meetings continue to meet virtually. When conducted in-person, we ask all participants abide by health, safety, and social distancing guidelines. The school will work with families to address barriers if students are not attending sessions.

Counseling and Case Management

The Pallotta Educational Center clinicians are master's level trained therapists who specialize in working with exceptional children and their families. Clinical interventions with students focus on supporting social/emotional functioning while strengthening home, school, and community connections. The clinicians provide weekly individual therapy, group sessions, family treatment, case management services, and crisis intervention. In addition, the clinicians provide ongoing consultation and collaboration with school staff and outside providers. Clinician's will meet with children individually while at school and may continue to use zoom to provide teletherapy (e.g. Zoom) sessions for family therapy and for individual therapy with remote students. We will try to schedule sessions and services around the student's academic needs. Mindfulness sessions will be conducted during the school day in students' classes. Students who elect for remote learning will be able to attend in-person sessions with clinicians, Occupational Therapy, or Speech and Language providers if preferred.

Occupational Therapy (OT)

Utilizing the redeveloped OT space, students will be able to participate in sessions at the School. Most sessions will be conducted 1:1 and on occasion in small groups. In all situations, participants must wear personal protective equipment. Some sessions may be over teleservices (e.g. Zoom) at agreed upon and scheduled times. Sessions will be held on a consistent schedule throughout the school day. Equipment will be cleaned and disinfected daily and students will wash their hands before and after sessions as well.

Speech and Language Support (SLP)

Services will primarily be in-person 1:1 or in small group with participants. In all situations, participants must wear personal protective equipment. Some sessions may be over teleservices (e.g. Zoom) if needed. Sessions will be held on a consistent schedule during the school day.

Remote Learning Model

The Pallotta Educational Center's Special Education in Remote Settings model is to be used in the event of the closure of in person learning due to COVID-19 in order to ensure the safety and wellbeing of students and staff. This is not the default learning model as most of our students are high needs students, and the results of our survey indicated that parents/guardians prefer in-person instruction over remote learning. We aim for synchronous learning between students and educators to ensure meaningful opportunities for academic growth and therapeutic support for the remote instruction and telehealth model. Synchronous learning means students will have consistent opportunities for live instruction with student-to-student interaction, collaborative assignments/projects, teacher feedback in the moment, and other needed supports. Most of the remote learning will be done synchronously.

Academics and Therapeutic Services

Remote instruction will be held as synchronous learning over Google Classroom from 9:00am until 3:30pm and Afternoon Enrichment from 3:30pm-4:15pm Monday through Thursday. Friday's will remain half day academics and therapeutic supports from 9:00 am –12:00 pm (noon). Learning materials will be delivered via Google Classroom and additional material will be mailed home. The Pallotta Educational Center's plan focuses on "Instruction and Services" for students through structured learning time, teletherapy, and video sessions.

Students and teachers will participate in academic sessions at the same time over Google Classroom. This may take a variety of forms from the Special Education teacher providing a short lesson to the students and then having the students work on the material on their own. This includes virtual class discussions or projects about a topic. The Pallotta Educational Center will maintain its low student to teacher ratio when conducting remote instruction.

A "Instruction and Services" model for special education in remote settings, includes regular and consistent schedules of classes, interventions services, and therapies as required by student IEP's, which are offered synchronously. Structured learning allows students to access and engage with appropriately challenging materials aligned with grade-level instruction in all content areas included in the Massachusetts curriculum frameworks.

Attendance

Daily attendance is taken and uploaded to the school Student Information Management System by 9:30 am by the School's Secretary. If a child is absent the parent/guardian is responsible for notifying the school secretary to report the absence. When the student does not attend remote learning sessions a classroom staff member will call after 9:30 am to inquire about the reason. Classrooms may employ multiple ways to track attendance throughout the day, such as keeping track of when students log onto online learning platforms or attending virtual check-ins.

Parents/guardians are responsible for ensuring the student attends classes and sessions each day. School staff will explore the reason for extended absences and document all attempts to locate the student. We will work with families to identify barriers to student attendance to support where possible. Support may include having their preferred staff person or a clinician try to reconnect and build back the rapport to serve as a bridge in getting the child back to the virtual classroom.

Communication

We are committed to continuing to provide two-way communication for regular updates and in cases of emergency notifications for parents/guardians and children in the parent/guardian's primary language. We will continue to communicate via phone, US Mail, email, zoom, and Google Classroom. Academic material will be sent home using Google Classroom accounts and mailed home. Students should plan on visually sharing their completed work during the virtual classes or via private chat/email. Expectations during virtual sessions is outlined on the Technology Agreement, Privacy Agreement and Remote Learning Expectations.

The Pallotta Educational Center maintains open communication between school staff and parents through phone, US Mail, and email services. School staff may, on occasion, conduct surveys that are used to inform the school. Parents are encouraged to communicate with school personal any questions and concerns they may have regarding their child or remote learning. We expect parents/guardians to maintain communication with students' case manager/clinician. Family communication is documented in the Student Information Management System.

Grades

Special education teachers base the grades primarily on students' effort, participation, and behavior in school and academics. However, the school will consider exemptions for students under extreme circumstances and will ensure they receive appropriate support and services to accelerate learning. Student grades are a form of communication between the school and parent/guardian to document growth and progress of the student. Report cards and Progress Reports are distributed to students twice a year. The purpose is to positively reinforce students for their efforts. Progress Reports and report cards are sent to parents/guardians and referring districts. They describe student's progress towards achieving their goals identified in IEPs. They are completed with input from the classroom team and clinician.

Therapeutic Related Services

All students will continue to have access to services documented in Individual Education Plans (IEPs). Students will receive IEP services during the school day while participating via remote instruction. Services will be conducted via teleservices (e.g. Zoom). Changes to service delivery will be documented in writing to the parent/guardian in their preferred language. The school will work with families to address barriers if students are not attending sessions such as problems with technology or scheduling conflicts.

Counseling and Case Management

Our clinicians are masters level therapists who are trained in working with children with behavioral health concerns and their families. Clinical interventions with students focus on supporting social/emotional functioning while strengthening home, school, and community connections. The clinicians provide weekly individual therapy, group sessions, family treatment, case management services, and crisis intervention. In addition, the clinicians provide ongoing consultation and collaboration with school staff and outside providers. Students will continue to participate in sessions with their assigned clinician via teletherapy sessions (e.g. Zoom). We will try to schedule sessions and services around the student's academic needs. Mindfulness sessions will be conducted during the school day in student's classes.

Occupational Therapy (OT)

Students who receive OT services as documented on their IEP, will have their sessions conducted over teletherapy (e.g. Zoom). These sessions may include 1:1, small group, or time when the Occupational Therapist joins the academic time. Students will continue to receive the services as documented on their IEP. Sessions will be scheduled around the students' academic time and communicated with families.

Speech and Language Pathology (SLP)

Students who receive SLP services as documented on their IEP, will have their sessions conducted over teletherapy providers (e.g. Zoom). These sessions may include 1:1, small group settings, or when the Speech and Language Pathologist joins the class setting. Students will receive services as directed by their IEP. Sessions will be scheduled around the students' academic time and communicated with families.

Technology

Students will have access to Chromebooks or laptops from their school district in order to participate in remote learning. In instances where the local school district has not provided the technology, the Italian Home for Children will provide a laptop/Chromebook/or iPad for the student. Expectations for how to handle, store, and use technology is outlined in the Technology Agreement form. We expect computers/laptops/Chromebooks/iPads be kept in a safe location and only used for school related purposes.

When technical problems arise, families should communicate with the school so a workable solution can be found. In some cases, students might participate in a “Resources and Supports” remote learning model where students receive packets and home-based assignments coupled with frequent communication. The “Resources and Supports” model will only be used on temporary basis for a limited period of time until the school and family have overcome hurdles that prevented the student from accessing remote “Instruction and Services” model.

The school is available to help families troubleshoot technology problems. The school has created social stories to help families through common challenges with technology.

We expect students to engage via remote instruction in an appropriate setting. This means the student has adequate space to engage with the lesson and is appropriately dressed for class. It is helpful for the student to have a dedicated space at a table or desk where they can sit comfortably in a chair so they can fully participate in the lessons.

Student Usernames and Passwords

Each student has a unique username and password to the appropriate academic materials. The classroom teachers can help troubleshoot technology problems as they arise such as getting into the student accounts.

Hybrid Learning model

The Pallotta Educational Center’s operational hours are Monday through Friday from 8:00 am to 5:00 pm. An answering machine is on 24-hours to take any messages before or after these times. Our 4 classrooms will be divided into 2 teams, Team A and Team B. Each team encompasses two classrooms. Each team will attend full-day **in-person instruction 2 days a week with 3 days of remote learning**.

Team A will attend in-person instruction and therapeutic services on Monday and Tuesday with remote instruction on Wednesday, Thursday, and Friday. Team B will participate in remote instruction on Monday, Tuesday, and Wednesday with in-person academics and services on Thursday and Friday. The hybrid schedule will have Monday, Tuesday, Thursday, and Friday as full day with Wednesdays as half day instruction as per our regulations. **In-person and Remote Learning begin at 9 am and ends at 3:30 pm. The enrichment program will continue from 3:30 pm-4:15 pm.**

In total, students will participate in academics and therapeutic services from **9 am to 4:15 pm**. Daily attendance is taken and submitted to the School Secretary by 9:30 am. If a child is absent, the parent/guardian is responsible for notifying the school to report the absence.

School Hours

The academic and therapeutic portions of the school day for students is **9 am – 3:30 pm. Monday, Tuesday, Thursday, and Friday** our enrichment program runs from **3:30 pm-4:15 pm**. On Wednesdays the school day is from **9:00 am-NOON. All students are dismissed at noon on Wednesdays**. Daily attendance is taken and turned in to the School Secretary by 9:30 am. If a child is absent the parent/guardian is responsible for calling or emailing the school to report the absence.

In-Person Instruction

The academic and therapeutic portions of the school day **begin at 9 am and ends at 3:30 pm**. Monday, Tuesday, Thursday, and Friday our enrichment program runs from **3:30 pm-4:15 pm**. Daily attendance is taken and turned in to the School Secretary by 9:30 am. If a child is absent the parent/guardian is responsible for calling or emailing the school to report the absence.

Remote Instruction and Services

Team A will participate in remote instruction and therapeutic sessions on Thursday, and Friday from 9am – 4:15pm. Team B will participate in remote instruction and therapeutic sessions on Monday and Tuesday from 9 am -4:15pm. Remote Learning for all students will be held on Wednesday's from 9 am— noon.

Learning materials will be delivered via Google Classroom and additional material will be mailed home. The Italian Home for Children's hybrid plan focuses on “Instruction and Services” for students through structured learning time, teletherapy, and video sessions. Supplemental material will be distributed via US Mail, Email, or Google Classroom for families.

“Instruction and Services” model for special education in remote settings includes regular and consistent schedules of classes, interventions services and therapies as required by student IEP’s, these are offered synchronously. Structured learning allows students to access and engage with appropriately challenging materials that are aligned to grade-level instruction in all content areas included in the Massachusetts curriculum frameworks.

Guardian Wellness Screening and Monitoring

Before the student leaves home and before sending the child on school transportation, we expect parents/caregivers to conduct screening questions daily about the student and to also monitor the rest of the family. Parents/guardians should ask their student the following questions:

- (a) Today or in the past 24 hours, have you (and 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)?
 - Abdominal pain?
 - Unexplained Rash?
 - Fatigue?
 - Headache?
 - New loss of smell/taste?
 - New muscle aches?
 - Any other signs of illness?
- (b) In the past 14 days, have you had close contact with a person known to be infected with COVID-19?
- (c) In the past 14 days, have you traveled outside Massachusetts to a higher-risk state?

If an individual is exposed to someone with COVID-19, please keep the child at home for 14 days after the last day of contact with the person who was sick. They will be able to participate in classes remotely if feeling well. Please notify the school.

Attendance and Staying Home

Students with suspected or confirmed COVID-19 should not come to school. Individuals who develop symptoms at school will be sent home.

If a child needs to be isolated, quarantined due to COVID-19, and are asymptomatic they will participate in Remote Learning model and attendance will be marked accordingly. A child who is symptomatic will

be marked absent due to COVID. Parents/guardians are responsible for ensuring their well child attends school every day and asymptomatic child attends daily via remote instruction. The school will explore the reason for extended absences and document all attempts to locate the student. We will work with families to identify barriers to student attendance to support where possible. Support may include having their preferred staff person or a clinician try to reconnect and build back the rapport to serve as a bridge in getting the child back to the virtual classroom.

Daily attendance is reported to the School Secretary by 9:30 am. If a child is absent the parent/guardian is responsible for calling or emailing the school to report the absence for both in-person and remote learning. If the school was not notified, the school secretary will call after 9:30 am to parents/guardians. Similarly, when the student does not attend remote learning sessions a classroom staff member will call after 9:30 am to inquire.

Transportation

School districts are responsible for arranging transportation for your student. Transportation companies are responsible for plans to follow health and safety precautions. Student drop off at the school will be staggered to allow students time to respond to screening questions upon arrival. Students should arrive to the school by 8:45am and picked up at 4:15pm.

Arrival/Dismissal

The rear entrance of the school will serve as the single point of entry and exit. The sidewalk leading up to the rear entrance has been painted with social distancing markers to help with arrival and dismissal procedures.

Pallotta Educational Center's Screening and Monitoring

Each day, upon arrival, students will be asked screening questions. If a student has a temperature over 100.0° F and/or positive response to the screening questions, he/she/they will be moved immediately into isolation in our "Medical Waiting Room", seen by our nursing staff, and returned home as soon as possible. Parents/guardians are responsible for picking up the student in such cases. In instances when a parent/guardian is delayed in picking up their child, staff will interact with the student while donning the appropriate PPE. The school will follow the guidance in DESE's Protocols for Responding to COVID-19 Scenarios document.

While each situation is unique, the following steps will occur:

- Evaluation of symptoms by a medical professional
- Separation from others by utilizing the medical waiting area
- Cleaning and disinfecting spaces visited by the person
- Consult with a pediatrician if a test for COVID-19 is needed and stay at home while awaiting results
- If tested for COVID-19 and the result is positive:
 - o Remain at home at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms
 - o Monitor symptoms
 - o Notify the school and personal close contacts
 - o Answer the call from the local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
 - o Follow the local board of health's instruction for when to return to school.
 - o Secure release from contract tracers for return to school

Health and Safety protocols

Parents/guardians are responsible for providing students with face coverings or masks. IHC will supply backup disposable masks for students. **All staff and students must always wear face coverings or masks** except for those for whom it is not safe to do so due to age, medical condition, disability impact, or other health or safety considerations. If a child needs an accommodation around mask usage, a parent/guardian should contact the Director of Education to put in the accommodation request for review and response.

Our campus has enough space and equipment to hold classes outside when appropriate. Classes will remain self-contained, this includes breakfast, lunch, snack, Art, Music, Physical Education and clinical sessions. Cleaning of classrooms will occur in the evenings by a professional cleaning company while school staff engage in cleaning and sanitizing actions throughout the day.

Classrooms, hallways, and bathrooms are arranged to accommodate social distancing guidelines. This includes adequate spacing, markers, and single-stall restrooms. Each student will store their belongings in individual baskets near their seats. Desks are arranged so students are sitting at least 3 feet apart and up to 6 feet apart in some instances. One classroom will move through the hallways at a time along the social distancing markers.

Our classrooms are equipped with a sink and handwashing station where individuals will wash their hands with soap and water for at least 20 seconds when:

- When entering or leaving the area
- When coming into the building
- Before and after eating breakfast, snacks, and lunch
- After sneezing, coughing, or nose blowing
- After using the bathroom
- After using shared equipment such as after Art, Music, Gym, or clinical sessions

Additional cleaning and disinfecting supplies are stored in the classrooms and are available for teachers and staff to clean and disinfect throughout the day (i.e. before students enter, as students are at the school, and at the end of the day). Hand sanitizers have been installed on walls throughout the buildings as well.

Communication

We are committed to continuing to provide two-way communication for regular updates and in cases of emergency notifications for parents/guardians and children in the family/guardian's primary language. We will continue to communicate via phone, US Mail, email, zoom, and Google Classroom. Academic and Therapeutic material will be provided through Google Classroom accounts and/or mailed home. Students should plan on sharing their completed work during classes. The school will maintain open communication between school staff and parents, with parents encouraged to call with any questions and concerns they may have regarding their child or the program. We expect the parent/guardian to continue contact the students case manager/clinician.

School staff may, on occasion, conduct surveys that are used to inform the school about policies and procedures. Family communication is documented in the Student Information Management System.

Academics

The school academics are designed to offer students opportunities to achieve the highest level of learning in all foundational areas, to foster individual talents and strengths, and to instill a love for lifelong learning. Individual differences in development and learning styles, cultural backgrounds, and family/life systems are all taken into consideration. Our goal is for all students to succeed and thrive in a less restrictive environment. Ongoing support and encouragement are provided throughout the day to address the dynamic needs of students and families.

Our comprehensive curriculum of Reading, Language Arts, Spelling, Math, Science, Social Studies, Art/Humanities, and Physical Education is tailored to student's individual needs.

Therapeutic Related Services

Therapeutic Supports are also designed to help students reach their fullest potential. All students will continue access to services documented in Individual Education Plans (IEPs), such as Speech and Language (SLP), Occupational Therapy (OT), and counseling. Students will receive these supports during the school day. Select services may still be conducted via teleservices (e.g. Zoom) as needed such as family therapy, IEP meetings, or for remote students. Changes to service delivery will be documented in writing to the parent/guardian in their preferred language. To limit exposure, we prefer IEP team meetings continue to meet virtually. When conducted in-person, we ask all participants abide by health, safety, and social distancing guidelines. The school will work with families to address barriers if students are not attending sessions.

Counseling and Case Management

The Pallotta Educational Center clinicians are master's level trained therapists who specialize in working with exceptional children and their families. Clinical interventions with students focus on supporting social/emotional functioning while strengthening home, school, and community connections. The clinicians provide weekly individual therapy, group sessions, family treatment, case management services, and crisis intervention. In addition, the clinicians provide ongoing consultation and collaboration with school staff and outside providers. Clinician's will meet with children individually while at school and may continue to use zoom to provide teletherapy (e.g. Zoom) sessions for family therapy and for individual therapy with remote students. We will try to schedule sessions and services around the student's academic needs. Mindfulness sessions will be conducted during the school day in students' classes. Students who elect for remote learning will be able to attend in-person sessions with clinicians, Occupational Therapy, or Speech and Language providers.

Occupational Therapy (OT)

Utilizing the redeveloped OT space, students will be able to participate in sessions at the School. Most sessions will be conducted 1:1 and on occasion in small groups. In all situations, participants must wear personal protective equipment. Some sessions may be over teleservices (e.g. Zoom) at agreed upon and scheduled times. Equipment will be cleaned and disinfected daily and students will wash their hands before and after sessions as well.

Speech and Language Support (SLP)

Services will primarily be in-person 1:1 or in small group with participants wearing personal protective equipment. Some sessions may be over teleservices (e.g. Zoom) if needed.

Sample Class Schedules

Students will be in self-contained classrooms. Breakfast, lunch, and snacks will be eaten in the classrooms. When appropriate, students' classes may be held outside. Specials such as Music, Art, and Physical Education may be held in the classrooms or outside, while clinical sessions will be held in the clinical offices. Below is a tentative schedule for the Hybrid Learning Model.

Hybrid Learning Schedule			Team A			Hybrid Learning Schedule			Team B		
	Monday	Tuesday	Wednesday	Thursday	Friday		Monday	Tuesday	Wednesday	Thursday	Friday
In person or Remote	IN PERSON	IN PERSON	REMOTE	REMOTE	REMOTE	In person or Remote	REMOTE	REMOTE	REMOTE	IN PERSON	IN PERSON
9:00-9:30	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting	9:00-9:30	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
9:30-10:30	Academics	Academics	Academics	Academics	Academics	9:30-10:30	Academics	Academics	Academics	Academics	Academics
10:30-10:40	Snack	Snack	Snack	Snack	Snack	10:30-10:40	Snack	Snack	Snack	Snack	Snack
10:40-11:20	Academics	Academics	Academics	Academics	Academics	10:40-11:20	Academics	Academics	Academics	Academics	Academics
11:20-12:00	Academics	Academics	Academics	Academics	Academics	11:20-12:00	Academics	Academics	Academics	Academics	Academics
12:00-12:20	Lunch/Break	Lunch/Break	NOON DISMISSAL	Lunch/Break	Lunch/Break	12:00-12:20	Lunch/Break	Lunch/Break	NOON DISMISSAL	Lunch/Break	Lunch/Break
12:20-1:00	Academic Enrichment	Academic Enrichment		Academic Enrichment	Academic Enrichment	12:20-1:00	Academic Enrichment	Academic Enrichment		Academic Enrichment	Academic Enrichment
1:00-1:20	Drop Everything and Read	Drop Everything and Read		Drop Everything and Read	Drop Everything and Read	1:00-1:20	Drop Everything and Read	Drop Everything and Read		Drop Everything and Read	Drop Everything and Read
1:20-2:00	Academics	Academics		Academics	Academics	1:20-2:00	Academics	Academics		Academics	Academics
2:00-2:45	Academics	Academics		Academics	Academics	2:00-2:45	Academics	Academics		Academics	Academics
2:45-3:30	Academics	Academics		Academics	Academics	2:45-3:30	Academics	Academics		Academics	Academics
3:30	Snack	Snack		Snack	Snack	3:30	Snack	Snack		Snack	Snack
3:30-4:30	Afternoon Enrichment	Afternoon Enrichment		Afternoon Enrichment	Afternoon Enrichment	3:30-4:30	Afternoon Enrichment	Afternoon Enrichment		Afternoon Enrichment	Afternoon Enrichment

Out-of-School Time Plan

The Pallotta Educational Center enrichment programs are an important component to promoting a positive school environment. The Enrichment Program occurs either Monday through Thursday or Monday, Tuesday, Thursday, and Friday from 3:30pm-4:15 pm for the In-Person and Hybrid Learning models, respectively. This program provides a supportive environment for students to participate in a variety of group activities. Classes will remain self-contained for enrichment programs. Students will participate in a variety of activities whether in-person, remote, or a hybrid depending on the model for learning the school is operating at the time such as coding, robotics, outdoor exploration, arts and crafts, and sports.

Student Supports and Professional Learning

Safety, Wellness, and Social Emotional Supports

The Pallotta Educational Center provides an environment to help support student's individual behavioral, social, and emotional goals. Our structured school-wide behavior support system, a curriculum that focus on individual skills, group activities, and support services such as counseling (individual, family, group, crisis). We provide a safe, consistent, and predictable learning environment during all academics, resource room tutoring, art, music, physical education and enrichment.

All students enrolled at the Pallotta Educational Center school have complex needs and as a result, they may experience delays in social-emotional development, cognition, and/or communication skills. In every aspect of the student support system, staff members take into consideration the chronological ages of the students, student developmental functioning, and trauma histories when identifying goals, interventions, and consequences.

We incorporate mindfulness activities throughout the day to support our student's holistic development. Mindfulness helps students to manage their stress more effectively and work through it more quickly. Such practices have been shown to increase attention, improve interpersonal relationships, and strengthen compassion.

A pillar of our school philosophy is to incorporate evidence-based trauma informed education and supports. Academics and clinical services collaborate to encourage positive youth development. Students participate in a variety of supports such as social skill groups, expressive art, and play therapy sessions. School clinicians collaborate with classroom teams to reinforce academic and social emotional goals. As a school, we pride ourselves on being a multi-disciplinary environment.

Planning and Instruction

All students at the Pallotta Educational Center are provided with a wide range of curriculum materials that address specific learning needs based on the goals and objectives or benchmarks in their Individual Education Plan (IEP). Academics are tailored to meet grade-level content while being appropriately developmentally challenging. Special Education Teachers have regular communication and planning time to create lessons to fit the needs of the students.

Assessments

Students participate in the MCAS testing conducted each year. Accommodations are made for students participating in the testing in accordance with the instructional methods in each student's IEP. The Pallotta Educational Center continues to examine the curriculum to ensure students have every opportunity possible to meet the Massachusetts Learning Standards. Approaches involve critical and inferential thinking, cooperative learning, problem solving, exploration, and thematic integration, which are all incorporated into the curriculum.

Our unique population of students are all on IEPs. As such we will continue adhering to the supports provided and each student's IEP including evaluations, reevaluations, and extended evaluations as well as conducting assessments as required to meet these requirements.

2020-2021 School Calendar

The 2020-2021 academic school year will begin on September 9th. The Pallotta Educational Center is a 220-day program that provides an eight-week summer program. School staff come together for planning week before the academic year begins. This week provides teachers with dedicated time for professional development, planning, and creating welcoming and inviting classrooms.



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School Calendar 2020 - 2021

Important Dates

- 7/6/2020 Begin Summer Program
- 8/28/2020 End Summer Program
- 8/31 - 9/8 Summer Break - No School
- 9/9/2020 First Day of School
- 10/12/2020 Columbus Day - No School
- 10/23/2020 Professional Development Day - No School
- 11/11/2020 Veteran's Day - No School
- 11/25/2020 Begin Thanksgiving Break-Noon
- 11/25-11/27 Thanksgiving break - No School

Important Dates

- 12/24 - 1/1 Winter Break - No School
- 1/18/2021 Martin Luther King Jr. Day - No School
- 2/15 - 2/29 February Break - No School
- 3/26/2021 Professional Development Day - No School
- 4/19 - 4/23 Spring Break - No School
- 5/25/2021 Memorial Day - No School
- 6/18/2021 Recognition Day 10:00-12:00
- 6/22/2021 Last Day of School
- 6/23 - 7/6 Summer Break - No School

July

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June

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27	28	29	30			

June 22nd is the last day of school if no days are lost due to cancellations. June 25th is the 185th day.

Summer Hours: M-TH 9:00 - 3:00 Fri 9:00 - NOON; School year hours: M-TH 9:00 - 4:30; Fri 9:00 - NOON

Certification of Health and Safety Requirements

All students of the Pallotta Educational Center are considered "high needs" due to their disabilities and all students have Individualized Education Plans (IEP). As well, some are English Language Learners, and some come from economically disadvantaged situations. Therefore, all plans were written with the intention of supporting high needs students. The leadership team used reasonableness measures to further identify students with disabilities who receive more than one service; students who have been disengaged and/or struggled during the Spring Remote learning; students who were significantly behind academically; and students who would need additional time getting used to the routines and new policies.

Our commitment to in person learning is driven by the fact that all students meet the criteria for high needs populations as they all have disabilities and have IEPs for services and attendance at our special education school. As well, some are from economically disadvantaged situations. Many of our students struggled with consistent attendance during the school closure in the spring. Some of our students have challenges accessing reliable internet.

Given our small student population, we can accommodate bringing the students to the building for in-person classes 5 days a week on a normal schedule. Cleaning of classrooms will occur in the evenings by a professional cleaning company while school staff engage in cleaning and sanitizing actions throughout the day. The school is working with vendors to provide supports for HVAC systems, food preparation, and supplying PPE.

Due to our low number of students and generous size classrooms, we can accommodate spacing students at least three feet apart and up to six feet apart in many instances. The school building has had a thorough cleaning and was repainted. The student entrance has been changed to a single point of entry that also allows the students to walk directly to their classrooms following the social distancing markers that have been placed around the building. The hallways can accommodate social distancing guidelines both width and length.

In the event of needing to switch between learning models, students have dedicated technology from either the Pallotta Educational Center or received them from their referring school district. In the Spring, staff used Google Classroom to conduct virtual synchronous instruction. In addition, staff have undergone training in PPE, COVID-19 symptoms and spread, as well as proper handwashing and hygiene.

The school has dedicated a room as the "Medical Waiting Room" to minimize the transmission of COVID-19. The "Medical Waiting Room" is separate from the nurse's office or other space where routine medical care is provided. A student who shows COVID-19 symptoms during the school day should be moved to the room until they can be picked up by a family member.

The physical layout of each classroom accommodates social distancing guidelines. All classrooms have a sink and hand washing station, where students can wash their hands frequently. These changes allow for classrooms to be self-contained for breakfast, lunch, and snack throughout the day. Each hand washing and hand sanitizing station is replenished and cleaned often.

The school provides information to families in their preferred language in addition to providing support for families to access the technology. In conjunction with the referring placing district, the school lends technology to students to support access to remote learning materials and sessions.

School staff who facilitate courses and activities that involve regular shared equipment will require students to wash their hands, wear masks, and maintain distance. They will minimize and modify shared

equipment usage and will not share equipment or objects that are hard to clean or disinfect. If shared, equipment will be wiped down before and after each use and disinfected each day.

Constant Improvement

The Pallotta Educational Center is committed to creating a community where all children, adults, and families/guardians, are embraced and empowered to reach their full potential. We are under no delusion and know the coming year will be challenging. We are thankful to the many people who have given their time, thoughts, and feedback on the reopening plans. While comprehensive, this plan will be improved over time. Questions, comments, and feedback can be directed to:

info@italianhome.org

While we cannot guarantee timely responses, we can promise to thoughtfully consider productive suggestions to incorporate into future drafts.