



# Cotting School Reopening Plan

## 2020-2021

Prepared for August 14, 2020 Submission to the  
Massachusetts Department of Elementary and Secondary Education



**Cotting School Mission: To enable students with special needs to achieve their highest learning potential and level of independence.**

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## Letter from the Superintendent



# COTTING SCHOOL

*Serving Children with Physical, Communication, and Other Challenges to Learning*

August 14, 2020

We are pleased to submit our detailed plan to the Massachusetts Department of Elementary and Secondary Education (DESE) for providing high quality comprehensive educational and therapeutic services to students at Cotting School for the 2020 - 2021 school year. This plan was developed by our Senior Administrative team, in collaboration with other faculty members, and has the full endorsement of Cotting School's Board of Trustees.

Cotting School, founded in 1893, is a leader in providing comprehensive educational and therapeutic services to children and young adults with a broad spectrum of learning and communication disabilities, physical challenges and complex medical conditions at our Lexington, Massachusetts campus. Here, Cotting's highly- skilled professional staff focuses on the "whole child" by creating uniquely targeted interventions designed to increase student independence. At Cotting School, students and their families become part of a "comprehensive classroom" within an extended learning community. Cotting School's valuable partnerships with students and families, staff, public funding agencies, donors, and volunteers enable our students to realize their highest potential in academic achievement, skill development and social-emotional maturity.

By definition, all students at Cotting School are "high needs," therefore critically in need of services. That said, given their complex medical needs, we need to carefully move toward full reopening through a phased-in approach. (Sadly this was brought home to our community during the two preceding years (prior to COVID19), when three of our students lost their lives due to illnesses tied to their complex medical conditions.)

Since mid-March when Cotting School moved to distance learning, senior Cotting School staff members have met on a weekly basis with our medical director, Dr. Elizabeth Harstad from Boston Children's Hospital. In addition, Cotting established a reopening team, shared ideas with two other schools (Perkins School for the Blind and Crystal Springs School) and participated in the MAAPS Reopening Group.

Although the response of our parents to remote learning was positive, as indicated by the survey responses below, we know that in order to fully meet the needs of our students we need to take careful and safe steps to return to in-person education. It should be noted that at the height of our remote learning services this past spring we were offering over 400 live sessions per week to 110 students.

Our parents were presented with the following statements:

*My child's team has been accessible and responsive during this period of school closure - 89.4% strongly agreed or agreed (94 responses)*

*Communication from Cotting School during this period has been clear and helpful - 93.7% strongly agreed or agreed (94 responses)*

*My child felt supported by their school community during this period of distance learning. - 88.3% strongly agreed or agreed (94 responses)*

In addition, a survey of our parents informed our decisions about employing a phased model which moves from hybrid to in-person full-time on campus learning. 60% of our parents were comfortable with 5 full days of on campus services. While this is a majority of our families, it simultaneously speaks to our need to proceed carefully. In addition 25% of our families were interested in 2 to 3 days of in-person learning, and 17% have chosen to continue with full-time distance learning.

This plan is designed to both ramp up and ramp down in-person services as circumstances change due to COVID-19. Using lessons learned from our successful extended school year (ESY) program (July 6, 2020 through August 7, 2020), we are presenting a plan which best meets the needs of our medically fragile student population in as safe a manner as possible.

During all five (5) weeks of our ESY program in the summer of 2020, Cotting provided students with both remote and on-campus services. On each day of the week (Monday - Thursday) on a rotating basis approximately 25% of our students attended classes and received therapeutic services on campus. On all school days (Monday - Friday) students also received remote learning

services. Given the complex needs of working with a medically fragile population, we carefully followed CDC and DESE guidelines.

Our ESY services established the groundwork for our fall plan. Loading and unloading busses, providing occupational, physical and communication therapies, and offering in class socially distance education for students with complex special needs was challenging. We were able to successfully operate at 25% capacity. We plan to build on that model in September and expand our services to 50% capacity, beginning on Thursday, September 3, 2020.

It is our belief that this phase-in approach best meets the needs of our students at Cotting School and it allows us to expand and contract our on-campus services as dictated by COVID-19. We eagerly await expanded testing, and ultimately a vaccine, that enables us to bring all students together on campus.

In closing, we look forward to working in partnership with our families, students, staff and DESE in providing exemplary services to our students.

Sincerely,

A handwritten signature in black ink that reads "David W. Manzo". The signature is written in a cursive style with a long horizontal flourish at the end.

David Manzo  
President

## Executive Summary

Since we closed abruptly on March 12th in response to the growing COVID-19 pandemic concerns we have had our eye on reopening as soon as it is safe to do so. We are very proud of the agility with which we responded to the closure and our ability to be together with students again as soon as March 16th in a remote environment. Since that day, we have continuously evaluated our remote learning plans in an effort to provide the richest school experience we could for our students. We have simultaneously worked with DESE, DPH, maaps, colleagues at other schools, Cotting School's Medical Director, and most importantly, our own Cotting team to develop a plan to be ready for in-person learning as soon as possible.

The plans that follow outline our vision for the coming school year. We understand that each family and staff member has unique considerations for coming back to school. In recent weeks, Massachusetts has done a good job of containing the spread of the virus and the state is moving to opening more broadly. But, we also appreciate that there is still a lot we do not know about the trajectory of this virus. Therefore, we have developed plans that allow for flexibility, both at an individual level as well as a community level. We are hopeful about offering more in-person learning beginning in September, but have metrics and plans in place that would allow us to scale back our in-person activities in response to increased COVID-19 activity in Massachusetts.



This is a very complex process and one that has significant concerns for our vulnerable students. We are encouraged by the way both students and staff responded to the new safety measures in place for the ESY program this summer and will build on that success. Together with the guidance from DESE and DPH, we can respond to the strong desire from all members of the Cotting Community for more in-person instruction this fall. This

coming school year won't look like any we have experienced in our 127-year history, but if any school can do this, Cotting Can!

## Acknowledgements

Everything we do at Cotting School is based on teamwork. Developing our reopening plans is no exception. All of the Cotting School staff have been incredibly helpful, creative and thoughtful in developing and carrying out our remote learning plans and contributing to our reopening plans. Special thanks goes to the following members of our Reopening Team:

Virginia Birmingham, Physical Therapy Team Leader  
Sejal Costa, Director of Post-Secondary Pathways  
Amy Houghton, Occupational Therapy Team Leader, Feeding Team Lead  
Althea Ioakimidis, Human Resources Manager  
Bridget Irish, Chief Operating Officer  
Krista Macari, Chief Academic Officer  
David Manzo, President  
Jeanine Meredith, Director of Curriculum and Instruction  
David Peduto, Facilities Director  
Michele Passanisi, Director of Nursing  
Patti Salmonson, Director of Technology  
Leah Thibodeau, Special Education Coordinator  
Pam Varrin, Family Support Coordinator  
Amy Vraibel, Assistant Director of Nursing



Thank you, too, to our many partners:

Dr. Elizabeth Harstad, Medical Director  
Dr. Meredith Close, Medical Fellow  
MAAPS  
Perkins School for the Blind  
Crystal Springs School  
Department of Elementary & Secondary Education  
Lexington DPH

Finally, our most profound thanks to our **Cotting Falcons Family**. Our students, families and Board of Trustees have demonstrated incredible resilience, patience, and cooperation with us as we have learned and navigated this together. Thank you for your support and trust.

## Cotting School Decision Process and Inputs

### Principles and Goals

1. The safety and security of our students and staff will be our first priority in all of our decision-making. With so much unknown about COVID-19, we will continue to monitor the situation closely and seek advice from medical and public health professionals. Additionally, we will consider the social-emotional health of our community, especially our students, and continue to evaluate ways to maintain our experience of connection to one another and our campus in as many ways as possible.
2. A process that allows for constant and consistent communication, with feedback and assessment so that we can evaluate and adjust all of our models to better serve our community.
3. A plan that allows flexibility to scale up and down our in-person presence in response to health metrics and ongoing safety guidelines.
4. Special focus on the challenges of delivering critical services to students, particularly as it relates to therapies and community inclusion.
5. Acknowledgement of the physical and emotional strain of learning and teaching at home, while also caring for other family members, work and concerns.
6. Attention to an ongoing process to assess learning gaps, progress and regression and plans to address those needs.
7. Ongoing professional development for staff as we continue to enhance our strong technology skills, adopt best practice teaching, instruction and supervision, and learn the best ways to assess students across remote and in-person environments.
8. Includes planned time to connect as a community for sharing, learning, reflecting, and fun so that we can remember the joy that comes with being a FALCON!

## State Guidance on the Reopening of School

The Governor and the Massachusetts Education Commissioner paved the way for the reopening of schools in their initial June 4th guidance regarding summer school programs. They encouraged schools to use this summer experience as a small pilot programs and focused their attention on the most vulnerable students, which they defined as:

- a. **Students with disabilities**, particularly those who receive summer services as a provision of their Individualized Education Programs (IEPs)
- b. **Students who have been off track or only intermittently engaged** prior to and/or during the period of school closures
- c. **Vulnerable students** who may be at risk socially or emotionally due to the school closures”



After further reviewing this initial summer guidance, we believed Cotting School could meet the safety standards outlined, our facilities would support the spacing requirements, we could procure appropriate safety equipment, and we could learn a great deal from the experience about protocols for a fall opening. Most importantly, though, we believed that our students and staff would greatly benefit from the opportunity to be back on campus. Our decision to open our Summer ESY program was met with large support from both families and staff.

During the month of June, we developed careful policies and procedures, as well as staffing plans and schedules to optimize students’ time on campus one day each week and limit their interactions with other students and staff members. Staff members, students and parents were all oriented and trained, and all of our practices were re-evaluated regularly during the summer program. We opened a hybrid Summer ESY program on July 6, 2020, during which we greeted 25% of our students each day, Monday-Friday, for five weeks. Our commitment to reopening this summer allowed us to evaluate our space and protocols in real time. We believe that our experience during our ESY program prepared us well to effectively meet the needs of our students starting in September.

**ESY (July 6, 2020 through August 7, 2020)**

Monday	Tuesday	Wednesday	Thursday	Friday
Approximately 25%* of our students received services on-campus (8:00 AM to noon) with the other students receiving services remotely.	Approximately 25%* of our students received services on-campus (8:00 AM to noon) with the other students receiving services remotely.	Approximately 25%* of our students received services on-campus (8:00 AM to noon) with the other students receiving services remotely.	Approximately 25%* of our students received services on-campus (8:00 AM to noon) with the other students receiving services remotely.	All students receiving services remotely.

*(\*It should be noted that approximately 15% of our parents, due to medical concerns, wanted their children to receive their education remotely.)*

On Thursday, June 25, 2020, Governor Baker announced the State guidelines for reopening schools in the fall. Massachusetts Department of Elementary and Secondary Education (DESE) guidance followed that announcement and can be found [here](#) .

The MA DESE guidance sets forth the several guidelines for public schools, including but not limited to the following:

- All students in grades 2 through 12 will wear face-masks in school;
- All students and staff will stay three to six feet apart;
- We should organize students at the middle and high school levels by cohorts to minimize interaction.

Furthermore, the State has asked schools to prepare plans for remote learning, full in-person learning, and a hybrid of the two models. With the confidence of now having delivered each of the above, we are sharing our updated plans with you. We are fully aware that this pandemic situation remains fluid. We have developed plans that will allow us to respond to the evolving circumstances by scaling up or down as necessary. We also know, from experience and feedback from our staff and families, that we will continue to modify our plans to best serve our community. At all times, the safety of our students, staff and community will be at the forefront of our decision-making process.

## Continued Phased Approach to Opening 2020-2021

### Phase 1 | 2020 - 2021 School Year (September 3, 2020 through October 2, 2020)

Monday	Tuesday	Wednesday	Thursday	Friday
Approximately 50%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	Approximately 50%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	All students receiving services remotely.	Approximately 50%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	Approximately 50%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.

*(\*It should be noted that approximately 15% of our parents, due to medical concerns, want their children to receive their education remotely this fall.)*

If we are successful with Phase 1, we plan to expand our services. This decision will be made in concert with our medical director, our administrative team, and evaluation of COVID19 trends within Massachusetts.

### Phase 2 | 2020 - 2021 School Year (October 5, 2020 through October 30, 2020)

Monday	Tuesday	Wednesday	Thursday	Friday
Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	All students receiving services remotely.	Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.

*(\*It should be noted that approximately 15% of our parents, due to medical concerns, want their children to receive their education remotely this fall.)*

### Phase 3 | 2020 - 2021 School Year (Beginning November 2, 2020)

Monday	Tuesday	Wednesday	Thursday	Friday
Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.	Approximately 100%* of our students will receive services on-campus (Full Day including Lunch) with the other students receiving services remotely.

*(\*It should be noted that approximately 15% of our parents, due to medical concerns, want their children to receive their education remotely this fall.)*

It is our belief that this phase-in approach best meets the needs of our students at Cotting School and it allows us to expand and contract our in-person services as dictated by COVID-19. Since 100% of our student population is considered vulnerable and medically fragile, we believe the phased approach will allow us to evaluate all of the services we offer carefully so that we do not overwhelm our medical supports, building space or staffing. We will continue to adjust our policies and practices to provide a safe and engaging school experience for all of our students.

### Parent Survey Results

Cotting conducted two parent surveys, one prior to the summer and the second during our summer program after most families had an opportunity to experience an in-person return. Consistent with the feedback we received before the summer, parents are eager to resume in person services. This speaks to the difficulty of replicating services in a remote setting, as well as the confidence Cotting families have in the safety measures developed by the school.

- 60% of families willing to send students 5 days
- 25% of families willing to send students 2-3 days per week
- Prioritized classroom instructions, therapies, and vocational programs

### Staff Survey Information

Cotting staff was surveyed prior to the start of the ESY program. An overwhelming majority of staff were prepared to make the shift from remote to in-person in the summer. Those who cited childcare and safety concerns have had an opportunity to address those issues. Furthermore, Cotting School has updated all personnel policies to account for the impact of COVID-19 on staff health and attendance issues.

## Medical Protocols

We developed medical protocols in consultation with our Medical Director, experts at Children's Hospital, Lexington Department of Public Health in preparation for our July 6 summer opening. These policies were further enhanced with the release of DESE's Protocols for Responding to COVID-19 scenarios of 17 July. These protocols consisted of:

- A daily attestation questionnaire to be completed before coming on campus
- Daily Health Screening for all students and staff before entering the building by members of the Cotting Medical Department
- Requirement for all members of our community to wear a mask at all times, with special considerations and preparations to account for students who would have difficulty wearing a mask consistently
- Ample supply of PPE for all staff and students, training for proper usage, and guidelines for what PPE should be worn in a variety of Cotting settings
- Procedures for staff and students who become symptomatic during the school day, including establishment of an isolation room for any student who became symptomatic during the school day
- Procedures for staff and families should they become symptomatic, COVID-19 positive, or experience close exposure to someone COVID-19 positive
- Contact tracing
- Community communication about confirmed cases
- Building cleaning, sanitizing, and signage for proper physical distancing

The opportunity to offer in-person services to students this summer allowed us to fully implement our protocols, collect feedback from families and staff, and adjust and enhance our process to be clearer and easier to follow.

In addition to the COVID-19 specific protocols, the Medical Department has adjusted their process to assist students with all of their medical needs. In order to keep safe distancing in the Medical Department, students will be seen by appointment for all toileting and personal care. Medications are delivered to the classroom and nurses will travel to classrooms to evaluate a student who is not feeling well.

## Mental Health Support

This pandemic has taken its toll on all of us, but all members of the Cotting Community have remained resilient, engaged and generally positive because of our strong sense of connection to one another and our school community. Teachers, Therapists and Administrators did regular

outreach to families beyond the online classroom times. Furthermore, members of our Mental Health Team offered regular parent support groups and learning opportunities.

As we return this fall, we plan to continue all of our student counseling services in whatever format works best for the student (remote or in-person). Additionally, we will have members of our Mental Health Team in the building to support any student who needs it during their transition back to school or for any other reason. Our commitment to ongoing parent support meetings and 1:1 conversations will also continue so that we can support parents through this unsettling time and as they grapple with their individual decisions about sending their children to school.

### **Therapy: Physical, Occupational, and Speech Language**

As the Parent Survey confirmed, receiving therapy services in a remote model is difficult. Cotting School therapy departments will prioritize therapy appointments for students during all in-person days. Staff will also be available to support any student who is learning in the remote environment. Students and their families will also continue to receive additional practice opportunities and other activities during their times at home in a hybrid model.

### **Lunch and Feeding**

As was the practice this summer, students will continue to bring all food and feeding equipment from home for their use at school. All food should be in ready-to-eat-form and dirtied dishes will be sent home with the student. Members of the Cotting School Feeding Team, which consists of therapists and other trained direct care staff, will move to the classrooms to feed students at the appropriate times. These staff members will have access to the extra PPE required while working with students while they are eating and not able to wear a mask.

Simple school lunches will be provided for any student who needs one or forgets a lunch. Fruit, yogurt, beverages, and other supplements will be available each day. As Cotting School moves through the phases of reopening, we will increase the availability of school lunches to students and staff. We also plan to phase in the reopening of the dining room for student and staff lunches during our Phase 3.

## **Technology Supports**

Since our initial close, and ongoing since, Cotting School has been in regular contact with students, families, and staff to ensure they have the access to technology they need. When necessary, Cotting has supplied families with technology loans. Cotting School's technology team continues to provide timely training and individual support.

## **HOPEhouse at Cotting School**

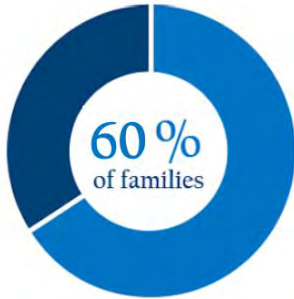
HOPEhouse at Cotting School is a 5-day residential program for teaching functional and independent living skills. We have evaluated the reopening of this program based on information gathered from in-person learning during 2020 ESY programming, and in the context of our facilities and staffing plans. With a current enrollment of 7 students, HOPEhouse is planning to operate in-person on a full time (Monday – Friday) basis beginning in September, 2020. Six of seven students participated in ESY services. Students received instruction and practice in cleaning and hygiene skills, including frequent hand washing, social distancing and wearing masks for extended periods of time.

Beginning in September 2020, HOPEhouse will limit the number of students and staff going into the building and will have restricted access to the community. HOPEhouse is a transitional living and learning program, however the program will eliminate the community-based aspects of the program until it is safe to be in the community more consistently. Limiting transitions to and from the school (home to school) will decrease exposure and risk of COVID-19 infection. All students expected to attend in the fall will have private bedroom/bathrooms for personal use. The physical environment in the building provides ample space in the kitchen, game room, living room and classroom area for all to practice appropriate social distancing.

Cleaning protocols will be in place for daily practices to include every shift change, every private bedroom/bathroom once a day, before and after use of any area/equipment and a thorough disinfecting/cleaning to all common areas two times a day. A professional cleaner will clean daily and staff and students will conduct regular disinfecting protocols that have been established on various areas/equipment utilized both prior and after use. Overnight staff will focus on cleaning protocols established for common areas of the building during overnight hours.

Medical screening will be provided by the Cotting School's medical department and an isolation area is available in the main building and at HOPEhouse, if needed. PPE supplies will be on hand, including masks, gloves, gowns and face masks with proper use protocols in place.

## Cotting Day In-Person Learning Model



Based on recent parent survey data, approximately 60% of families would be willing to send their child back to Cotting for full school days five days per week in September. Another 25% felt comfortable with in-person learning two-three days per week. The following protocols and procedures would be implemented to maintain safety for our community during in-person learning:

<p><b>Arrival</b></p>	<ul style="list-style-type: none"> <li>• Students and staff will enter via separate entrances</li> <li>• Upon arrival, all staff and students will be screened with a temperature check with a non-contact thermometer</li> <li>• Parents must sign written attestations each day their child will be on campus to report any symptoms in the past 24 hours Screenings will be consistent with most current DESE, CDC and DPH guidelines</li> <li>• As part of the attestation, parents/guardians must acknowledge they know and understand any Massachusetts travel restrictions</li> <li>• Parents and van drivers are expected to wear a mask on campus during arrival and dismissal</li> </ul>
<p><b>Bathroom Facilities</b></p>	<ul style="list-style-type: none"> <li>• Students will continue to use the restrooms one at a time</li> <li>• Members of the maintenance department will clean and sanitize student restrooms at regular intervals throughout the day and as needed</li> </ul>
<p><b>Dismissal</b></p>	<ul style="list-style-type: none"> <li>• Each class will have a designated dismissal area spread across the front entrance to the school</li> <li>• As vans and passenger cars arrive, staff will be notified to escort students to the vehicle</li> <li>• Parents and van drivers are expected to wear a mask on the Cotting campus during arrival and dismissal</li> </ul>
<p><b>Health &amp; Counseling</b></p>	<ul style="list-style-type: none"> <li>• Students will continue to receive individual counseling session remotely until Phase 3 of Cotting School’s reopening</li> <li>• Whenever possible, these sessions will be scheduled during a student’s remote day for privacy issues. When that is not</li> </ul>

	<p>possible or practical, the student will have access to a private space for their zoom session with their counselor</p> <ul style="list-style-type: none"> <li>● Health classes will continue to be held via remote learning and will be phased into the in-person environment after the school has moved to Phase 3 of reopening</li> </ul>
<p><b>Lunch</b></p>	<ul style="list-style-type: none"> <li>● Students will bring their lunch from home</li> <li>● Most classes will eat in their classroom rather than the lunchroom</li> <li>● Necessary therapeutic staff will assist classrooms based on student needs</li> <li>● Feeding members will have access to additional PPE when needed</li> <li>● Simple school lunches will be available for those who need it or in the event a lunch is forgotten</li> <li>● Fruit, yogurt, beverages and other supplements will be available on an as need basis</li> </ul>
<p><b>Medical Department</b></p>	<ul style="list-style-type: none"> <li>● The Medical Department will see students on a regular schedule to attend to all personal care needs while providing adequate spacing in the Medical Department</li> <li>● Students who request Medical support outside of a scheduled visit should call down the the Medical Department for a nurse to come to assess the student</li> <li>● If a student feels unwell or begins to demonstrate any symptoms, the teacher or other staff member will call to the Medical Department for a nurse to come assess the student</li> <li>● Medications and G-tube feedings will be administered in the classroom or during a scheduled visit to the Medical Department</li> <li>● Nurses will have masks, gloves, gowns, face shields and other PPE necessary and have training for its use and disposal</li> <li>● Per the COVID-19 Medical Protocols, Cotting School will establish a separate isolation room for any student who develops symptoms associated with COVID-19</li> <li>● Nurses will do regular follow up calls to staff and students who are feeling unwell, are in quarantine, or who test positive for COVID-19 to be sure that they can adequately update Cotting Administration and the Cotting community</li> </ul>



	<p><i>*For specific protocols related to COVID-19, see the COVID-19 Medical Protocols</i></p>
<p><b>Physical Classroom Environment</b></p>	<ul style="list-style-type: none"> <li>• Desks/work spaces will be spaced 6’ apart</li> <li>• Students will have their own materials to use</li> <li>• Anything that may be shared will be disinfected between use</li> <li>• Daily cleaning and sanitizing will occur</li> </ul>
<p><b>Remedial Services</b></p>	<ul style="list-style-type: none"> <li>• Remedial Specialists at Cotting School will continue to deliver classroom instruction remotely until Phase 3 of Cotting School’s reopening to limit exposure to both students and staff</li> </ul>
<p><b>Schedule Modifications</b></p>	<ul style="list-style-type: none"> <li>• Staff and students will remain on campus</li> <li>• Students will remain in homerooms except for therapies, medical visits and adapted physical education</li> <li>• Families can choose to stay remote only so the schedule will be accessible whether in person or remotely</li> <li>• Students will not mix with other classes for intervention blocks or specials</li> <li>• Lunch will be in the classroom for most homerooms until Phase 3 of Cotting School’s reopening plan</li> </ul>
<p><b>Specials (visual arts, performing arts, industrial arts, science, history/social studies, adapted physical education)</b></p>	<ul style="list-style-type: none"> <li>• Because Specialists at Cotting School see all students, they will continue to deliver classroom instruction remotely until Phase 3 of Cotting School’s reopening to limit exposure to both students and staff</li> <li>• Specialist will deliver any equipment or supplies to classrooms (for use on in-person days) or home (for any scheduled remote days)</li> <li>• Cotting School will prioritize those classes that require more supplies and/or staff support to students on days students are scheduled for in-person learning</li> </ul>
<p><b>Staff</b></p>	<ul style="list-style-type: none"> <li>• Staff must sign written attestations each day they are on campus to report any symptoms in the past 24 hours</li> <li>• As part of the attestation, staff must acknowledge they know and understand any Massachusetts travel restrictions</li> <li>• Screenings will be consistent with most current DESE, CDC and DPH guidelines</li> </ul>

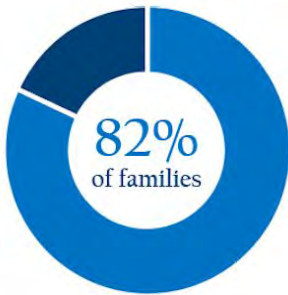
	<ul style="list-style-type: none"> <li>● Staff are required to wear face masks</li> <li>● Face shields, gloves and gowns are available for all staff</li> <li>● Staff will receive appropriate training on proper use and disposal of PPE</li> </ul>
<b>Staff Orientation</b>	<ul style="list-style-type: none"> <li>● Staff orientation will take place remotely during the two days prior to the opening of school. The orientation model will take advantage of live Zoom meetings, recorded presentations, and activities intended to ensure Cotting Staff members are fully trained on Cotting School’s most updated policies and procedures</li> <li>● Cotting will continue to pay careful attention to the attendance and participation of all staff</li> <li>● Sessions will be recorded for staff members hired during the school year or for staff who need refresher training in any area</li> <li>● Cotting School’s schedule allows for Professional Development from 1:30 p.m. to 3:30 p.m. each Wednesday during the school year and as needed</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>● Whenever possible, students will be expected to wear masks at all times, except when eating or drinking</li> <li>● Students are expected to provide their own masks/face shields</li> <li>● Cotting will provide disposable masks for students who need one</li> <li>● Teachers will organize masks breaks for students as needed, providing an appropriate space and supervision for each student’s needs</li> </ul>
<b>Technology Supports</b>	<ul style="list-style-type: none"> <li>● We will avoid the sharing of personal technology devices in school</li> <li>● Each individual student will have a specific device available for use while on site</li> <li>● Students who currently have a Chromebook on loan from the school will be responsible for bringing them back and forth to school for both live in-person classes and accessing any of the remote learning materials from home</li> </ul>
<b>Therapy Departments</b>	<ul style="list-style-type: none"> <li>● Therapy Departments will prioritize therapy appointments for</li> </ul>

	<p>students' in-person days</p> <ul style="list-style-type: none"> <li>● Students will be escorted to and from therapy sessions and all therapy appointments will be held in therapy rooms and other spaces suitable to appropriate distancing</li> <li>● Therapists will have access to appropriate PPE for the work they do with students, including masks, face shields, gowns and gloves and will receive training for its use and disposal</li> <li>● Additional staff members will be available to sanitize all equipment after each student</li> <li>● During any hybrid phases, students may continue to receive some therapy sessions through the remote learning environment and may participate in some group therapy sessions</li> <li>● Students who will only receive services through the remote environment will continue to receive all therapy sessions remotely</li> <li>● Student and families will continue to have access to recorded sessions, links to activities and individualized therapy plans to supplement scheduled therapy sessions</li> </ul>
<p><b>Transportation</b></p>	<ul style="list-style-type: none"> <li>● Parents and van drivers are expected to wear a mask on campus</li> <li>● Districts will provide transportation or work with the parents on transportation</li> <li>● Each sending district will implement their safety and cleaning protocols</li> <li>● Parents, van drivers and monitors will remain in their respective vehicles</li> <li>● Vehicles on campus will be loaded and unloaded while adhering to 6' of social distancing as well as wearing masks</li> </ul>
<p><b>Visitors</b></p>	<ul style="list-style-type: none"> <li>● Cotting school will not permit visitors in the building during the school day, with limited exception</li> <li>● School maintenance contractors who need to access the building for any emergency repair will be screened prior to arriving, be escorted in the building, and will not be in contact with students or staff</li> <li>● All IEP meetings, Transition meetings, and parent meetings will take place via Zoom</li> </ul>

	<ul style="list-style-type: none"> <li>● Admissions visits will continue to take place via Zoom. At such time as the family/Cotting is nearing its final decision on Admissions, the student and family may be invited to tour the school outside of regular school hours</li> </ul>
<b>Vocation</b>	<ul style="list-style-type: none"> <li>● Whole group classes will be lead by a vocational team member remotely until Phase 3 of Cotting School’s reopening</li> <li>● Students in the Upper School and Capstone program levels will be provided opportunities for 1:1 job coaching</li> <li>● Movement around the building will be limited to one student with one job coach</li> <li>● Staff and students will remain on campus</li> <li>● Vocational opportunities that can be done on campus will be developed and implemented</li> </ul>

Families will also have the option of receiving all instruction and services remotely. In that case, a combination of synchronous and asynchronous learning activities will be made available to the student on the day their class is scheduled to be in person. This will allow the students participating remotely to join their classmates as appropriate throughout the school day as well as receive therapeutic and related services remotely.

## Cotting Day Hybrid Learning Model



Based on recent parent survey data, approximately 82% of families will be willing to send their child back to Cotting for at least two days per week in September. In a hybrid model, students will be divided into two cohort groups. In-person attendance will be increased in phases over time according to safety conditions and the status of the pandemic in our community. Families will also have the option of receiving all instruction and services remotely as described above.

### Phase 1

Each cohort will attend in-person two days per week (either Monday-Tuesday OR Thursday-Friday) and attend remotely the remaining three days. All students will attend remotely on Wednesdays.



For the in-person days, all of the protocols and procedures outlined for in-person learning will be followed. For remote days, the student's Distance Learning Plan will be followed.

Cotting School will increase the number of in-person days as soon as conditions are deemed safe enough to do so in consultation with our medical director and local health officials.

## Phase 2

Each cohort will attend in-person four days per week (Monday-Tuesday AND Thursday-Friday). All students will attend remotely on Wednesdays.



Cotting School will increase the number of in-person days as soon as conditions are deemed safe enough to do so in consultation with our medical director and local health officials.

## Phase 3

In Phase 3, all students will be able to attend in person for five full school days.

## Cotting Day Remote Learning Model



Based on recent parent survey data, 17% of families are interested solely in remote learning for the upcoming school year. Additionally, the remote learning option will be available to all students as a component of the hybrid model and as needed during the school year should school need to move to full remote instruction due to an increase in COVID-19 cases or as determined by local and state officials.

## Remote Learning Plan Components

- Daily live video meetings with the classroom teacher, therapists, counselors, and tutors in accordance with the students IEP service delivery schedule.
- Regular activities and assignments provided by the students IEP team. These can include live video lessons, pre-recorded videos, emails, work packets, worksheets, web

subscription access, and other projects. Activities will be assigned via Google classroom, Google site or daily email.

- The student will receive live video lessons in specials such as science, social studies, art, physical education, industrial arts, health, and performing arts.
- For Middle School, Upper School and Capstone, the Vocational Department will provide live group video sessions per week. Upper School and Capstone will also have the opportunity for individual work experiences. Case Managers will provide customized activities appropriate for the student to practice work skills at home.
- Academic Support with a staff member will be available four times per week for students who need assistance completing assignments or other instructional tasks.
- Students will have opportunities for social skills development and social groups in the afternoon.

## Sample Remote Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Classroom	Classroom	Classroom	Classroom	Classroom
9:00-9:30	Therapy and other Related Services	Therapy and other Related Services	Therapy and other Related Services	Therapy and other Related Services	Therapy and other Related Services
9:30-10:00	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work
10:00-10:30	Classroom	Classroom	Classroom	Classroom	Classroom
10:30-11:00	Therapy and other Related Services	Therapy and other Related Services	Therapy and other Related Services	Therapy and other Related Services	Therapy and other Related Services
11:00-11:30	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work
11:30-12:00	Special	Special	Special	Special	Special
12:00-12:15	Special	Special	Special	Special	Special
12:15-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-1:30	Special	Break/ Independent Work	Early Dismissal	Special	Break/ Independent Work
1:30-1:45	Special	Break/ Independent Work		Special	Break/ Independent Work
1:45-2:30	Academic Support/ Social Skills	Academic Support/ Social Skills		Academic Support/ Social Skills	Academic Support/ Social Skills

## Remote Learning Plan Procedures

### Technology Platforms and Supports

Remote classes will continue to be held using the Zoom platform. Students will receive individual schedules that contain links to each class. Students are encouraged to use a family owned (or district issued) computer, laptop or tablet for remote learning whenever possible. If a family does not have a computer, laptop or other device for the student to use to access remote learning, a chromebook will be loaned to the family. Internet access is essential to the current learning plans. Families are asked to notify the Cotting School Technology Department with any internet access concerns. Cotting will assist any family that has connectivity issues. Google Classroom will continue to be the primary platform for staff to student communication of assignments.

<p><b>Student Devices</b></p>	<ul style="list-style-type: none"> <li>• When participating remotely, students are encouraged to use a family owned computer, laptop or tablet whenever possible.</li> <li>• If a family does not have a computer, laptop or other device for the student to use to access remote learning, a chromebook will be loaned to the family.</li> </ul>
<p><b>Staff Devices</b></p>	<ul style="list-style-type: none"> <li>• All administration, teachers &amp; therapists have laptops and are able to move from onsite to remote easily.</li> <li>• Office support staff have taken their desktop computers home. If they need to work onsite occasionally, a temporary laptop will be deployed.</li> <li>• Support staff who normally don't have a personal laptop or Cotting issued laptop, but are now running zoom meetings, have been issued laptops.</li> </ul>
<p><b>Tech Support for Staff</b></p>	<ul style="list-style-type: none"> <li>• Cotting School will continue to offer end user support through <a href="mailto:helpme@cotting.org">helpme@cotting.org</a> The Technology Dept will make every effort to answer requests within 24 hours.</li> <li>• Tech support through 1:1 Zoom meetings or calls is available.</li> <li>• The Tech Support Website will continue to be available to all, and updated regularly.</li> </ul>
<p><b>Tech Support for Families/Students</b></p>	<ul style="list-style-type: none"> <li>• Cotting School will continue to offer end user support through <a href="mailto:helpme@cotting.org">helpme@cotting.org</a> The Technology Dept will make every effort to answer requests within 24 hours.</li> <li>• Tech support through 1:1 Zoom meetings or calls is available.</li> </ul>



	<ul style="list-style-type: none"> <li>● The Tech Support Website will continue to be available to all, and updated regularly.</li> </ul>
<b>Training for Families</b>	<ul style="list-style-type: none"> <li>● Training will be available to families, to include topics such as: <ul style="list-style-type: none"> <li>○ Accessing Student Google Accounts</li> <li>○ Accessing Distance Learning Folder</li> <li>○ Google Classroom</li> <li>○ Zoom Best Practices</li> </ul> </li> </ul>
<b>Core Digital Learning Resources to Support All Learning Models</b>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Learning A-Z (Reading A-Z, RazKids, Vocab A-Z, Headsprout)</li> <li>● IXL Math</li> <li>● BrainPOP &amp; BrainPOP Jr.</li> <li>● News2You</li> <li>● Flipgrid</li> </ul>
<b>Teacher Support and Professional Development</b>	<ul style="list-style-type: none"> <li>● Google Classroom training, both Intro and Intermediate</li> <li>● Zoom Meetings Training &amp; Best Practices, attendance, recording meetings, etc.</li> <li>● Creating files and folders on Drive. Saving docs in folders. How to find files and folders when you can't remember names of files or folders. How to see who has modified a file (Revision History). How to ensure people can view the file but not change it.</li> <li>● Creating a Short survey with Google Forms, using google forms for data collection</li> <li>● Teacher &amp; Therapist survey results from May indicate staff want to learn more about: <ul style="list-style-type: none"> <li>○ Learning A-Z (Reading A-Z, RazKids, Vocab A-Z and Headsprout)</li> <li>○ News2You</li> <li>○ SMART Notebook</li> <li>○ Flocabulary Lite</li> <li>○ BrainPop &amp; BrainPOP JR new features</li> </ul> </li> </ul>
<b>Assistive Technology</b>	<ul style="list-style-type: none"> <li>● Parent survey results indicate most families do not need any additional technology tools at home for remote learning. Cotting will continue to communicate regularly with families to ensure that all students have the necessary supports.</li> </ul>
<b>Filtering Off Campus</b>	<ul style="list-style-type: none"> <li>● Cotting School currently pipes the blocked site list from our regular</li> </ul>

	<p>security system over to the URL blocker in Chrome in addition to enforcing SafeSearch, blocking malicious sites, insecure content, mixed content, enforcing restricted mode on YouTube, turning off incognito etc.</p> <ul style="list-style-type: none"> <li>● Currently testing our ability to run our onsite filtering through at-home Cotting owned chromebooks.</li> </ul>
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>● Cotting’s infrastructure is strong and stable.</li> <li>● We recently upgraded our Verizon Fios to speed tier 1 GB. This will support increased Zoom meetings that will potentially be happening in the building throughout the day.</li> </ul>
<b>Providing Synchronous Learning</b>	<ul style="list-style-type: none"> <li>● Each Classroom has been set up with the equipment needed to allow remote students to join the in-person class to participate in synchronous learning through a Zoom meeting.</li> <li>● While onsite, a student has the capability to join a therapy session, or other class, through a Zoom meeting, while staying in their homeroom classroom to minimize exposure.</li> </ul>

## Video Meeting Guidelines

Video meetings are an important part of Cotting School’s Distance Learning Plan and allow in-person interactions with students that are essential for connection and learning. The following guidelines are intended to help our community navigate this new way of interacting as successfully as possible. Every student is different and will respond to video meetings according to their individual strengths and challenges. While these guidelines may not apply to every student in the same way, they are meant to outline some common expectations.

## Community Safety

- ***Video meeting links should never be posted publicly or shared outside the Cotting community.***
- Staff are instructed to use the Waiting Room feature as a standard security measure to control access to meetings.
- Passwords will be embedded in meeting links.
- If our student is eating during a meeting, please have them turn off their video function in consideration of students with food sensitivities.

- If our student has a seizure disorder or other health care needs that could result in an emergency, an adult should always be within earshot of the student while they are participating in the video meeting.

#### Student Roles:

- The aspects of a student's learning profile that can make it challenging to participate in any kind of lesson continue to be a challenge with video meetings. These can include attention, expressive and receptive language skills, social skills, emotional regulation, behavioral needs, visual skills, and motor abilities.
- This is expected! Teachers and therapists are used to addressing these needs in school. While it is difficult to address them in the same ways via video, we know that students may demonstrate a range of behaviors including getting up from their seat, making off-topic comments, and disengaging in other ways.
- Students should feel comfortable taking as much "wait time" as they need to respond.
- It's okay for students to move, get up, walk around, stand, or sit during the meeting. They do not need to be perfectly still and visible in front of the screen the entire time

#### Parent Roles:

- Parents should not feel pressured for things to go perfectly or even smoothly! This is a new environment for everyone. Parents are encouraged to find a comfortable routine with a level of participation that meets both their needs and the needs of the student.
- It is not necessary for parents to continuously redirect or prompt the student during virtual meeting sessions.
- It's okay if a student cannot fully participate in or complete the activity.
- It's okay if a parent does not sit with a student during a virtual activity. If a student is comfortable alone during the meeting, that is fine. (If the student has a seizure disorder or other healthcare needs that could result in an emergency, a parent should remain nearby.)
- If a student with complex communication needs is unable to provide a response, a parent can first provide wait time and then model an appropriate response on the student's communication device.
- Parents should make use of the mute feature to decrease background noise.

#### Staff Roles:

- Our goal is to provide an opportunity for students to connect with teachers and peers.
- We want to address target skills to the best of our ability. For many students, communication skills are one of the most important areas.

- We want to promote emotional well-being by keeping students engaged and stimulated to the greatest degree possible.
- We are continuing to familiarize students with the new routines & rules of using video meetings. It is not just an extension or generalization of the classroom. Even if the activities we do are similar, all of the conventions and expectations are different. It takes time to learn what works best for being together virtually.
- Teachers can direct student responses and interactions. They will give appropriate wait time, prompting, and modeling.
- Teachers can mute all the participants as needed to decrease noise, including any vocalizations or other sounds that might be disruptive. This is a common practice with group meetings.
- Teachers will be mindful of the time, beginning and ending meetings on time.
- We want to have some fun! We want to provide time for students to have time to enjoy being with their teachers and friends.

### **Procedures for Attendance and Participation**

A spreadsheet will be created for each student in each homeroom class. Access will be given to all staff (teachers, specialists, therapists and remedial staff) working with students in each homeroom class. Staff will be expected to track attendance and update the document daily and/or weekly as to whether the student attends each individual class. Assignments during live instruction and to complete at home will be provided. Staff will be expected to track assignments and assignment completion on the same spreadsheet. Program level supervisors will monitor this spreadsheet. In the event when attendance and/or participation for a student requires attention, the supervisor will connect with the student’s family and staff to address attendance and/or participation.

### **Curriculum and Instructional Materials**

<b>English-Language Arts</b>	Achieve 3000, Learning A-Z (Reading A-Z, Raz-Kids, Vocab A-Z, Headsprout), SIPPS, PCI, Core Words, IXL, Scholastic News, NewsELA, Brainpop/Brainpop Jr., Flocabulary, News2You, EPIC Books, Bookshare, Common-Lit, HelpKidzLearn, Accessible Literacy Learning (ALL) Curriculum, Teacher-Made Materials, FlipGrid
<b>Mathematics</b>	Math U See, IXL, MCAS Reference Materials, Reflex Math, Khan Academy, HelpKidzLearn, EQUALs Curriculum, Teacher-Made Materials
<b>Science, Technology &amp; Engineering</b>	Brainpop/Brainpop Jr., Cotting School STE Curriculum (adapted from Massachusetts Frameworks) , Mysteryscience.com, Teacher-Made Materials,

<b>Social Studies</b>	Scholastic News, EPIC Books, News2You, Brainpop/Brainpop Jr., NewsELA, Teacher-Made Materials
<b>Life Skills/Transition/ Vocational</b>	Go Noodle, Calm.com, Unique Learning Systems, GCF Free, HelpKidzLearn, LCE (Life-Centered Education), Teacher-Made Materials (including checklists and observational data sheets and workplace safety communication that comes from the Commonwealth of Massachusetts), Flipgrid

### Alignment of Academic Work to State Standards

Cotting School Academic work in the area of English-Language Arts, Mathematics, Science Technology and Engineering and Social Studies is directly aligned with the Massachusetts Frameworks during both in person and remote learning. It should be noted that curriculum is modified, as needed, to meet the instructional needs of students as outlined in their IEPs. Student accommodations and learning styles are also taken into account when developing and implementing instruction.

### Issuing Grades

Cotting Students receive credit for each academic subject through a pass/fail model. In addition, teachers and therapists report quarterly on each student’s goals and objectives, as outlined in the IEP. Information reported is a combination of formal and informal data as well as teacher observations. Progress within structured academic programs, to determine program effectiveness as a whole and for each individual student, is charted through program specific evaluations and teacher observation. This data is interpreted and reviewed quarterly by classroom teachers, therapists and Cotting’s Instructional Leadership Team

### Family Communication Plan

*My child’s team has been accessible and responsive during this period of school closure.*

89.4% STRONGLY AGREED OR AGREED  
(94 RESPONSES)

*Communication from Cotting School during this period has been clear and helpful.*

93.7% STRONGLY AGREED OR AGREED  
(94 RESPONSES)

Cotting School will maintain regular communication with families during remote learning including:

- Ongoing email communication with all team members.
- At least monthly email check in with parents from program level administrators.
- Phone calls and video conferences available by appointment.
- Shared classroom and individual schedules for all learning activities.
- Weekly parent support meetings via zoom.
- Monthly PAC meetings via zoom.

## HOPEhouse at Cotting School In-person Learning Model

HOPEhouse at Cotting School is a 5-day residential residential program for teaching functional and independent living skills. Evaluation of reopening of this program is based on information gathered from in-person learning during 2020 ESY programming, and in the context of our facilities and staffing plans. With a current enrollment of 7 students, HOPEhouse is planning to operate in-person on a full time (Monday – Friday) basis beginning in September, 2020. Six of seven students participated in ESY services. Students received instruction and practice in cleaning and hygiene skills, including frequent hand washing, social distancing and wearing masks for extended periods of time.



<p><b>Arrival</b></p>	<ul style="list-style-type: none"> <li>● Students and staff will enter via the front door at HOPEhouse. Upon arrival, all staff and students will be screened with a temperature check with a non-contact thermometer</li> <li>● Parents must sign written attestations for their child prior to Monday arrival to report any symptoms in the past 24 hours. Screenings will be consistent with most current DESE, CDC and DPH guidelines</li> <li>● As part of the attestation, parents/guardians must acknowledge they know and understand any Massachusetts travel restrictions</li> <li>● Parents and van drivers are expected to wear a mask on campus during arrival and dismissal</li> </ul>
<p><b>Bedroom/Bathroom Facilities</b></p>	<ul style="list-style-type: none"> <li>● Students will be assigned private bedrooms with personal living space and bathrooms. Daily cleaning and disinfecting</li> </ul>

	<p>will be provided by a professional cleaner, staff and students, and as designated by the EEC Cleaning Schedule.</p>
<p><b>Dismissal</b></p>	<ul style="list-style-type: none"> <li>● Each student will be escorted by staff for dismissal</li> <li>● As vans and passenger cars arrive, staff will be notified to escort students to the vehicle</li> <li>● Parents and van drivers and expected to wear a mask on the Cotting campus during arrival and dismissal</li> </ul>
<p><b>Counseling</b></p>	<ul style="list-style-type: none"> <li>● Students who receive counseling services will continue to receive individual counseling session remotely until Phase 3 of Cotting School’s reopening</li> </ul>
<p><b>Medical Department</b></p>	<ul style="list-style-type: none"> <li>● Nurses will have masks, gloves, gowns, face shields and other PPE necessary and have training for its use and disposal</li> <li>● Per the COVID-19 Medical Protocols, Cotting School will establish a separate isolation room for any student who develops symptoms associated with COVID-19</li> <li>● Nurses will do regular follow up calls to staff and students who are feeling unwell, are in quarantine, or who test positive for COVID-19 to be sure that they can adequately update Cotting Administration and the Cotting community</li> </ul> <p><i>*For specific protocols related to COVID-19, see the COVID-19 Medical Protocols</i></p>
<p><b>Physical Classroom/Common Living Areas</b></p>	<ul style="list-style-type: none"> <li>● Desks/work spaces will be spaced 6’ apart</li> <li>● Students will have their own materials to use</li> <li>● Anything that may be shared will be disinfected between use</li> <li>● Daily cleaning and sanitizing will occur as designated by EEC Cleaning Schedule.</li> </ul>
<p><b>Remedial Services</b></p>	<ul style="list-style-type: none"> <li>● For students who receive services from Cotting School Remedial Specialists services will be delivered individually through remote instruction until Phase 3 of Cotting School’s reopening to limit exposure to both students and staff</li> </ul>
<p><b>Schedule Modifications</b></p>	<ul style="list-style-type: none"> <li>● Staff and students will remain on campus, in the HOPEhouse building, with use of outdoor facilities</li> <li>● Families can choose to stay remote only so the schedule will be accessible whether in person or remotely</li> </ul>

<p><b>Specials (visual arts, performing arts, industrial arts, science, history/social studies, adapted physical education)</b></p>	<ul style="list-style-type: none"> <li>● Not applicable to HOPEhouse students accept for adapted physical education, which will be remote until phase 3 of Cotting School’s reopening</li> </ul>
<p><b>Staff</b></p>	<ul style="list-style-type: none"> <li>● Staff must sign written attestations each day they are on campus to report any symptoms in the past 24 hours</li> <li>● As part of the attestation, staff must acknowledge they know and understand any Massachusetts travel restrictions</li> <li>● Screenings will be consistent with most current DESE, CDC and DPH guidelines.</li> <li>● Staff are required to wear face masks</li> <li>● Face shields, gloves and gowns are available for all staff</li> <li>● Staff will receive appropriate training on proper use and disposal of PPE</li> </ul>
<p><b>Staff Orientation</b></p>	<ul style="list-style-type: none"> <li>● Staff orientation will take place remotely during the two days prior to the opening of school. The orientation model will take advantage of live Zoom meetings, recorded presentations, and activities intended to ensure HOPEhouse Staff members are fully trained on Cotting School’s most updated policies and procedures</li> <li>● Cotting will continue to pay careful attention to the attendance and participation of all staff</li> <li>● Sessions will be recorded for staff members hired during the school year or for staff who need refresher training in any area</li> <li>● Cotting School’s schedule allows for Professional Development from 1:30 p.m. to 3:30 p.m. each Wednesday during the school year and as needed</li> </ul>
<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>● Whenever possible, students will be expected to wear a mask at all times, except when eating or drinking</li> <li>● Students are expected to provide their own masks/face shields</li> <li>● Cotting will provide disposable masks for students who need one</li> <li>● Teachers will organize mask breaks for students as needed,</li> </ul>



	<p>providing an appropriate space and supervision for each student's needs</p>
<b>Technology Supports</b>	<ul style="list-style-type: none"> <li>● We will avoid the sharing of personal technology devices in school.</li> <li>● Each individual student will have a specific device available for use while on site.</li> <li>● Students who currently have a Chromebook on loan from the school will be responsible for bringing them back and forth to school for both live in-person classes and accessing any of the remote learning materials from home.</li> </ul>
<b>Therapy Departments</b>	<ul style="list-style-type: none"> <li>● All therapies will be provided through remote services until Phase 3 of Cotting School's reopening.</li> </ul>
<b>Visitors</b>	<ul style="list-style-type: none"> <li>● HOPEhouse will not permit visitors in the building with limited exception.</li> <li>● Students will not be permitted to leave and return to HOPEhouse during the week without prior consent from the nurse and Program Director.</li> <li>● To ensure the health of all students and staff, parents and other family members will not be invited into the building.</li> <li>● School maintenance contractors who need to access the building for any emergency repair will be screened prior to arriving, be escorted in the building, and will not be in contact with students or staff</li> <li>● All IEP meetings, Transition meetings, and parent meetings will take place via Zoom</li> <li>● Admissions visits will continue to take place via Zoom. At such time as the family/Cotting is nearing its final decision on Admissions, the student and family may be invited to tour the school outside of regular school hours</li> </ul>
<b>Vocational Programming</b>	<ul style="list-style-type: none"> <li>● Whole group classes will be lead by a vocational team member remotely until Phase 3 of Cotting School's reopening</li> <li>● Students will be provided opportunities for 1:1 job coaching</li> <li>● Movement around the building will be limited to one student with one job coach</li> <li>● Staff and students will remain on campus</li> </ul>

	<ul style="list-style-type: none"> <li>• Vocational opportunities that can be done on campus will be developed and implemented</li> </ul>
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Families would also have the option of receiving all instruction and services remotely. In that case, a combination of synchronous and asynchronous learning activities will be made available to the student on a daily basis when their class is scheduled to be in-person. This will allow the students participating remotely to join their classmates as appropriate throughout the school day as well as receive therapeutic and related services remotely.

**HOPEhouse at Cotting School Hybrid Learning Model**

HOPEhouse at Cotting School is a 5-day residential residential program for teaching functional and independent living skills. Evaluation of reopening of this program is based on information gathered from in-person learning during 2020 ESY programming, and in the context of our facilities and staffing plans. With a current enrollment of 7 students, HOPEhouse is planning to operate in-person on a full time (Monday – Friday) basis beginning in September, 2020. Therefore, HOPEhouse will not be implementing Cotting School’s Hybrid Learning Model. Students who are unable to attend in-person will access the remote learning model.

**HOPEhouse at Cotting School Remote Learning Model**

The remote learning option will be available to all HOPEhouse students as a component of the hybrid model and as needed during the school year should school need to move to full remote instruction due to an increase in COVID-19 cases or as determined by local and state officials.

**HOPEhouse at Cotting School Remote Learning Plan Components**

- Daily live video meetings with the classroom teacher, therapists, counselors, and tutors in accordance with the students IEP service delivery schedule.
- Regular activities and assignments provided by the students IEP team. These can include live video lessons, pre-recorded videos, emails, work packets, worksheets, web subscription access, and other projects. Activities will be assigned via Google classroom, Google site or daily email.
- The Vocational Department will provide live group video sessions per week. Students will also have the opportunity for individual work experiences. Case Managers will provide customized activities appropriate for the student to practice work skills at home.
- Academic Support with a staff member will be available four times per week for students who need assistance completing assignments or other instructional tasks.

- Students will have opportunities for social skills development and social groups in the afternoon.

## HOPEhouse Sample Remote Schedule

<b>Day/Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00-8:30</b>	Organizational Skills	Organizational Skills	Organizational Skills	Organizational Skills	Organizational Skills
<b>8:30-9:30</b>	Functional ELA/Math	Functional ELA/Math	Functional ELA/Math	Functional ELA/Math	Functional ELA/Math
<b>9:30-10:00</b>	Household Management	Household Management	Household Management	Household Management	Household Management
<b>10:00-10:30</b>	Break	Break	Break	Break	Break
<b>10:30-11:30</b>	Kitchen Basics	Kitchen Basics	Kitchen Basics	Kitchen Basics	Kitchen Basics
<b>11:00-11:30</b>	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work	Break/ Independent Work
<b>11:30-12:30</b>	Self Determination	Health and Safety	Community Planning Skills	Self Determination	Health and Safety
<b>12:30-1:15</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>1:15-2:00</b>	Fitness	Cooking	Household Chores	Relaxation and Meditation	Fitness
<b>2:00-3:00</b>	House Meeting	Book Club	Adapted Physical Education	Fun Night	Weekly Wrap-up

## HOPEhouse Remote Learning Plan Procedures

### Technology Platforms and Supports

HOPEhouse at Cotting School community, students, staff and parents, will have the same access to technology platforms and supports as described above for the Cotting Day Remote Learning Procedures. Additionally, HOPEhouse at Cotting School will follow all of the Remote Learning Policies and Procedures as outlined in the Cotting Day Remote Learning Policies and Procedures above, including:

- Video Meeting Guidelines
- Procedures for Attendance and Participation
- Curriculum and Instructional Materials
- Alignment of Academic work to State Standards
- Issuing Grades
- Family Communication Plan

### Out of School Time Plan

Cotting School and HOPEhouse at Cotting School do not provide out-of-school services before or after the school day or on weekends.

## Student Supports and Professional Learning

### Student Wellness Supports

*My child felt supported by their school community during this period of distance learning.*

88.3% STRONGLY AGREED OR AGREED  
(94 RESPONSES)

Safety, wellness, and social emotional supports are already embedded in the Cotting program, due to the importance of helping students and families understand and manage the emotional vulnerabilities that often accompany the range of complex cognitive, neurological, communication, physical, and medical challenges to learning that our students experience. The Cotting Mental Health Team provides support to students, staff, and families directly and through consultation and professional development activities. The Family Support Coordinator

provides information, support, and a means of connection for Cotting families to share their experiences and concerns, as well as to provide helpful feedback regarding programming.

Ongoing structures for assessing and addressing the safety, wellness, and social emotional needs of students and families are already in place school-wide and will continue as learning shifts among the distance-learning, hybrid, and in-person models. As we move among models, we will continue to pay close attention to maintaining and adapting the active connections among professional staff, students and families that we have developed and found to be so necessary for these structures of support to work for the benefit of our students. This ongoing communication is key for assessing and addressing safety and social emotional concerns, especially for students participating in remote learning. Supporting the emotional health and safety of students means supporting the emotional well-being of all their caretakers, both at school and at home. This includes the following:

- Meeting time is dedicated weekly for multi-disciplinary staff to share information and concerns and engage in planning.
- The Zones of Regulation curriculum is used throughout the program and provides a common language and structure learning and addressing the identification and management of feelings.
- Through the Mental Health Team, our two school counselors meet with students in individual or group counseling to carry out goals in their IEPs. Providing individual counseling to students remotely has resulted in successfully maintaining positive engagement for the majority of students receiving counseling during periods of distance learning. Counseling will continue to be provided remotely in the distance learning and hybrid models, with continued monitoring and assessment of student progress in this mode.
- Counselors connect on a regular basis with classroom teachers to monitor progress and concerns in social emotional functioning. Consultations can also be scheduled with the Mental Health team for classroom teachers and other service providers.
- When students are on campus, the Mental Health Team is available for on-call consultation, support, and problem-solving for students in more intense and protracted emotional distress.
- Cotting will continue to maintain a dedicated Response Team with members trained in Safety Care de-escalation strategies. This team can be called upon at any time to respond to students whose emotional dysregulation might escalate to causing bodily harm to themselves or others. The Mental Health and Response teams work together to provide professional development opportunities to all staff to develop skills in de-escalation strategies and supporting emotional regulation.

- The Mental Health Team will continue to provide support, strategies, and connection to resources for managing emotional dysregulation and maintaining safety for students and families at home, including consultation with outside mental/behavioral health providers and crisis teams. These connections have provided useful information to be able to monitor and assess whether our students and families may need a higher level of support or referral to more structured community services for wellbeing or safety.
- Health classes are scheduled for students from Middle School through High School level and will be taught remotely by our two counselors. Over the course of a student's time at Cotting, these classes cover a range of wellness-related content areas, such as social skills, healthy relationships and hygiene, maturational changes, interpersonal safety, mindfulness, emotional regulation, nutrition and exercise. Because these classes are participatory and interactive, students have a structured and safe opportunity to process the content, share their experiences, and practice related skills interpersonally with their peers.
- The Family Support Coordinator will continue to convene online weekly support and information sessions open to all parents to provide a regular opportunity connection, sharing, mutual support and problem solving.
- Throughout this structure of support, we will continue to pay close attention to monitoring and responding to anxieties and concerns that are directly related to the experience of the pandemic individually, with families, and school-wide.

## **Training & Support for Students, Families and Staff**

Cotting will continue to offer a variety of technology supports for staff and students. [helpme@cotting.org](mailto:helpme@cotting.org) will continue to be offered to staff and families for tech support. 1:1 Zoom or Google Meet meetings or calls for tech support are offered. The Tech Support Website will continue to be available to all, and will be updated regularly.

Professional development will be ongoing for staff to ensure the remote learning experiences are dynamic, engaging and effective for students.

On August, 20, 2020, Cotting School will hold a Parent Orientation. The focus of the parent meeting will be Cotting's Learning Models, Phases of reopening, schedules, methods of communication with families, technology support and expectations, and current safety protocols. During the Orientation parents will have the opportunity to ask questions about any aspect of Cotting's plans.

The families of the new students entering Cotting in the fall will be invited to their own Parent Orientation before the start of the new year. This will provide a customized introduction for new

parents to school policies, culture and traditions, as well as an opportunity to review and ask questions about the re-opening plan for fall. Separate meetings will be facilitated for these students and families to meet their teachers and “see” their new classrooms over zoom.

Families and students approaching the transition to adult services and programs will continue.

During the school year, no matter which learning model students are participating in, parents will continue to have access to information on an ongoing basis through weekly parent newsletters, the Cotting PAC and PTO, regular daytime and evening parent support groups, and direct contact with Cotting School’s Family Support Coordinator.

# School Year Calendar 2020-2021

= School Closed   
  = Holidays (School Closed)  
 = Parent/Teacher Conferences & Graduation

JULY 2020				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

20 school days

Summer School 2020  
 July 6 - August 7  
 8:30 a.m. - 2:00 p.m.

JANUARY 2021				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

18 school days

New Year's Day, 1<sup>st</sup>-Closed  
 Martin Luther King Day, 18<sup>th</sup>  
 Closed  
 Professional Day, 19<sup>th</sup>  
 Closed

AUGUST 2020				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

5 school days

Summer School 2020  
 July 6 - August 7

FEBRUARY 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

15 school days

Winter Recess, 15<sup>th</sup>-19<sup>th</sup>  
 President's Day, 15<sup>th</sup>-Closed

SEPTEMBER 2020				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

18 school days

Orientation, 1<sup>st</sup> & 2<sup>nd</sup>  
 First day of School, 3<sup>rd</sup>  
 EARLY RELEASE  
 School Closed, 4<sup>th</sup>  
 Labor Day, 7<sup>th</sup> - Closed

MARCH 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

23 school days

OCTOBER 2020				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

20 school days

Professional Day-Closed/  
 Back to School Night, 7<sup>th</sup>  
 Columbus Day, 12<sup>th</sup>-Closed

APRIL 2021				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

17 school days

Spring Recess, 19<sup>th</sup>-23<sup>rd</sup>  
 Patriot's Day, 19<sup>th</sup> - Closed

NOVEMBER 2020				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

18 school days

Veteran's Day, 11<sup>th</sup> - Closed  
 Parent/Teacher  
 Conferences, 18<sup>th</sup>  
 Thanksgiving, 26<sup>th</sup> & 27<sup>th</sup>  
 Closed

MAY 2021				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

20 school days

Memorial Day, 31<sup>st</sup> - Closed

DECEMBER 2020				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

17 school days

Winter Holiday 24<sup>th</sup> -1<sup>st</sup>  
 Closed

JUNE 2021				
M	T	W	TH	F
	1	2	3	4
5	6	7	8	9
14	15	16	17	18
(21)	22	23	24	25
28	29	30		

14 school days

Graduation, 4<sup>th</sup>  
 Term Ends-18<sup>th</sup>  
 @ 11:00 A.M.  
 ( ) Planned make-up days  
 if needed

Summer Term 2021: July 5 - August 6



## Other Information from Cotting School

### Medical Protocol for Cotting Students and Staff in the Context of COVID-19

(June 24, 2020 and updated effective August 6, 2020)

*\*Given the changing nature of COVID-19 understanding and recommendations, this protocol may be adjusted in the future.*

This protocol was developed with guidance from DESE, the CDC, DPH, and other local guidelines/recommendations. Please note that the time limits mentioned (14 days versus 10 days) are from CDC guidance and likely the difference in time periods is based on the fact that the time from exposure to symptom onset (known as the incubation period) is thought to be three to 14 days, though symptoms typically appear within four or five days after exposure. A person with COVID-19 may be contagious 48 to 72 hours before starting to experience symptoms. Emerging research suggests that people may actually be most likely to spread the virus to others during the 48 hours before they start to experience symptoms (accessed from <https://www.health.harvard.edu/diseases-and-conditions/if-youve-been-exposed-to-the-coronavirus> on 6/18/2020).

#### Daily Health Screening for Students and Staff Before Permitted to Enter Building:

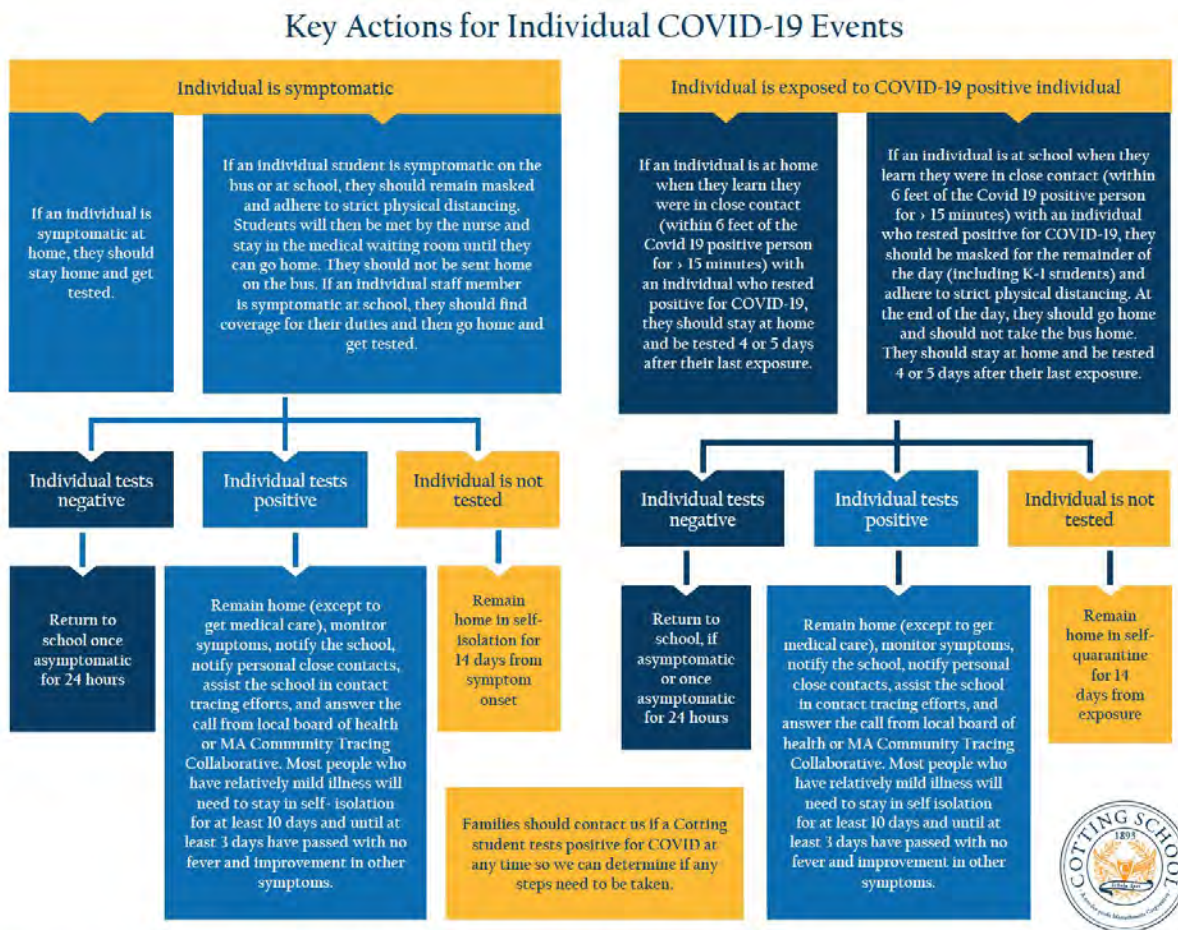
- Students and staff must stay home if they are feeling sick or have any symptoms of COVID-19. Symptoms include:
  - Fever (100.4 Fahrenheit or higher), chills or shaking chills
  - Cough (not do to other known cause, such as chronic cough)
  - Shortness of breath or difficulty breathing
  - New loss of taste or smell
  - Headache, when in combination with other symptoms
  - Muscle aches or body aches
  - Nausea, vomiting, or diarrhea
  - Nasal congestion or runny nose (not due to other known cause, such as allergies) when in combination with other symptoms
- Students and staff are screened\* by a member of the medical department at a single point of entry in the building. If any symptoms are reported, students or staff members are not allowed entry and must return home.
- Temperature will be checked with a non-contact infrared thermometer by a member of the medical department who is wearing PPE. If the temperature is 100.4 or above, students or staff are not allowed entry and must return home.
- Health check responses will be recorded and maintained on file by a member of the medical department.

- The space used for screening will allow for physical distancing of staff from student/family while screening is being conducted (unless a physical barrier, such as a plexi-glass screen, is used.)
- Parents and staff must sign written attestations daily regarding any household contacts with COVID-19 in the past 14 days, having any symptoms, or if they have given children medicine to lower a fever.
- Students and staff who report household contact with COVID-19 in the past 14 days are not allowed entry and must return home.

\* Screening Questions:

1. Today or in the past 24 hours have you or any household member had any of the following symptoms: fever, chills, cough, sore throat, muscle aches, difficulty breathing or new onset loss of smell or taste?
2. Have you or a household member tested positive for COVID-19 in the last 14 days?

If a Student or Staff Becomes Symptomatic:



\* This information is taken directly verbatim out of the 7/17/2020 MA DESE guidelines and is current as of July 28, 2020. This flowchart may be updated as new information becomes available.



- If a staff member or student develops new onset symptoms possibly related to COVID-19, medical staff should be asked to come to the location of the staff member or student for an assessment.
- If a student or staff exhibits any symptoms of the virus during the school day, he or she will be sent home immediately or isolated in a designated isolation area, while being monitored by a nurse, to minimize exposure until he or she is picked up. (They should not be sent home on the bus.) A separate bathroom will be available for use by anyone in isolation.
- The rest of the class, of the student/ staff exhibiting symptoms, will be relocated to a new location to minimize exposure.
- Whenever possible, cover the student's noses and mouth with a mask and adhere to strict physical distancing
- If any child or staff appears to have SEVERE symptoms (extreme difficulty breathing, bluish lips or face, persistent pain or pressure in chest, severe persistent dizziness or lightheadedness, new confusion or inability to be roused, or new seizures or seizures that will not stop) 911 will be called immediately. The school nurse will notify emergency services if the individual is suspected to have Covid-19,
- He or she will be excluded from school until they have met the criteria for discontinuing at home isolation and have consulted with their healthcare provider

Contact Tracing: If a student or staff member tests positive for COVID-19:

1. Determine the date of symptom onset for the student/staff.
2. Determine if the student/staff attended/worked at the Cotting School while symptomatic or in the 2 calendar days before symptom onset.
3. Identify what days the student/staff attended/worked during that time.
4. If the person was in school during the 2 calendar days before symptom onset, identify anyone (students and staff) who were within 6 feet of the person for at least 15 minutes (this includes anyone wearing PPE.) These people are considered possibly exposed.
5. Exposed individuals will be sent home and directed to stay home for at least 14 days after the last day of contact with the person who is sick.
6. School does not need to close but continue regular intense cleaning and sanitizing.
7. Local DPH would have been contacted in person's town and thus we do not need to also contact Lexington DPH.
8. If the person who is COVID-19 positive was NOT at Cotting the day of symptom onset and/or in the 2 calendar days before symptom onset, no specific actions need to be taken.

Self-Isolating Criteria Following Exposure or Possible Exposure:

*In the event that a staff member or student is exposed to a sick or symptomatic person, ACTION is only taken when/if that person has a positive COVID-19 test or a clinician diagnoses that person with COVID.*

If an individual is at home when they learn they were in close contact with an individual who tested positive for COVID- 19, they should stay home and be tested 4 or 5 days after their last exposure

## **Other Safety Measures**

### **Communication about a Positive COVID-19 Case**

In the event that the school experiences an exposure, the school will notify the following parties:

1. Specific communication for those identified via contact tracing.
2. General communication for all employees and student families while maintaining confidentiality.
3. Transportation agency/personnel if other than parent.

### **Social/physical Distancing**

- Social/physical distancing may be difficult with students, but individuals will maintain 6 feet distance from one another as much as possible.
- When social/physical distancing is not possible, individuals will wear PPE.

### **Frequent Hand Washing and Hand Sanitizing**

- Students and staff must engage in frequent handwashing including upon arrival, before and after eating, after bathroom use, after coughing or sneezing and before dismissal. If handwashing is not available, hand sanitizer can be used.

## **PPE**

### **Masks**

- Staff are required to wear a cloth or disposable mask.
- The wearing of face masks by parents or guardians will be enforced when on the premises and at all times during drop-off and pick-up.
- Students are required to wear a cloth or disposable masks provided by the parent/guardian.

- Cotting School will have disposable masks on hand for staff or students who need a mask.
- Families and staff should be responsible for routine cleaning of their own masks. Families must clearly mark the mask(s) with the child's name. If applicable, clearly distinguish which side of the covering should be worn facing outwards so they are worn properly each day.
- If the mask is temporarily removed for eating: Clean hands. Fold the mask in half (lengthwise or widthwise), so the outside surfaces are touching each other. Place carefully into a clean storage area/bag. If using a paper bag, seal the bag; if using a plastic baggie, leave it open. Perform hand hygiene.
- If he or she is unable to wear a mask as outlined below.

Exceptions for wearing face masks include situations that may inhibit an individual from wearing a face mask safely. These may include:

- Children who cannot safely and appropriately wear, remove, and handle masks;
- Children who have difficulty breathing with the face covering or who are (in medical related circumstances) unconscious, incapacitated or otherwise unable to remove the cover without assistance;
- Children with severe cognitive or respiratory impairments that may have a hard time tolerating a face mask;
- Children where the only option for a face covering presents a potential choking or strangulation hazard;
- Individuals who cannot breathe safely with a face covering, including those who require supplemental oxygen to breathe;
- Individuals who, due to a behavioral health diagnosis, an intellectual impairment, or sensory concerns, are unable to wear a face covering safely

#### Face shields

- For students who can't wear masks, staff working with them will wear masks and face shields.

#### KN-95 or N-95 Ventilating Masks

- Only staff who are in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures are required to wear ventilating masks.

#### Examination Gloves, Disposable Gowns, Face Shields

- Staff members are recommended to wear mask, gloves, gowns, and face shields during high-contact student care activities, such as assisting with toileting, changing briefs,

wound care, feeding, providing hygiene, or any care that could involve close contact with bodily fluids, whether or not the student is wearing a mask.

- When gowns are used for non-COVID-19 student care tasks and are not visibly soiled, they can be reused.

#### Shoe Covers, Hair Covers

- Staff caring for a suspected COVID-19 positive case in designated isolation areas

#### Cleaning and Disinfecting

- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Wear disposable gloves to clean and disinfect.
- Clean high-contact areas (i.e., doorknobs, keyboards, light switches, etc.) frequently.
- When possible, wipe down supplies that will be used from person to person prior to the transfer to each person and try to minimize spread of objects when possible.
- The classrooms and departments being used are cleaned nightly. The entire building is sanitized/disinfected weekly on Thursdays.
- Given reduced student volumes, only certain classrooms and other rooms will be used each day. Staff should notify Maintenance of any space used throughout the building that had not been scheduled for use.

#### Helping Students Adjust to all the COVID-19 Related Changes

- Encourage families to have students practice wearing masks at home in advance of the first day back.
- Use clear masks and face shields when possible.
- Consider having staff put a picture of themselves on a button they wear if PPE may make it hard for students to recognize them.
- Behavioral techniques can be used to address behavioral challenges and to develop new routines. These include social stories, video modeling, picture schedules, and visual cues.
- Try rewarding students in small ways with verbal praise or activities to help switch routines and to follow recommendations.

## Staff and Family Training Information

- Provide staff with information about Covid-19 including how it is spread, prevention of spread, symptoms, and when to seek medical assistance for sick children or staff.
- Train staff on when to use PPE, what PPE is necessary, how to properly put on, use, and take off PPE, and how to remove and dispose of PPE, and to wash masks after each use.
- Inform student families and staff in advance about our planned procedures for screening each morning and how we will respond to any positive screens.
- Students will be provided with training on how to use protective equipment, as appropriate.
- Social stories, visual cues, and other appropriate developmental strategies will be used to reinforce the new concepts and protocols.

## Certification of Health and Safety Requirements

Cotting School certifies that it will meet all of the final health and safety requirements issued by DESE. The requirements are outlined in the following links:

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



**Thank you for taking the time to review this document.  
Please contact us with any of your questions.**

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