

maaps



EXCEPTIONAL SCHOOLS  
FOR EXCEPTIONAL CHILDREN

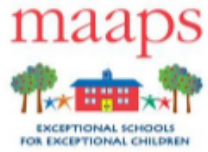
# Reentry and Recovery Working Group

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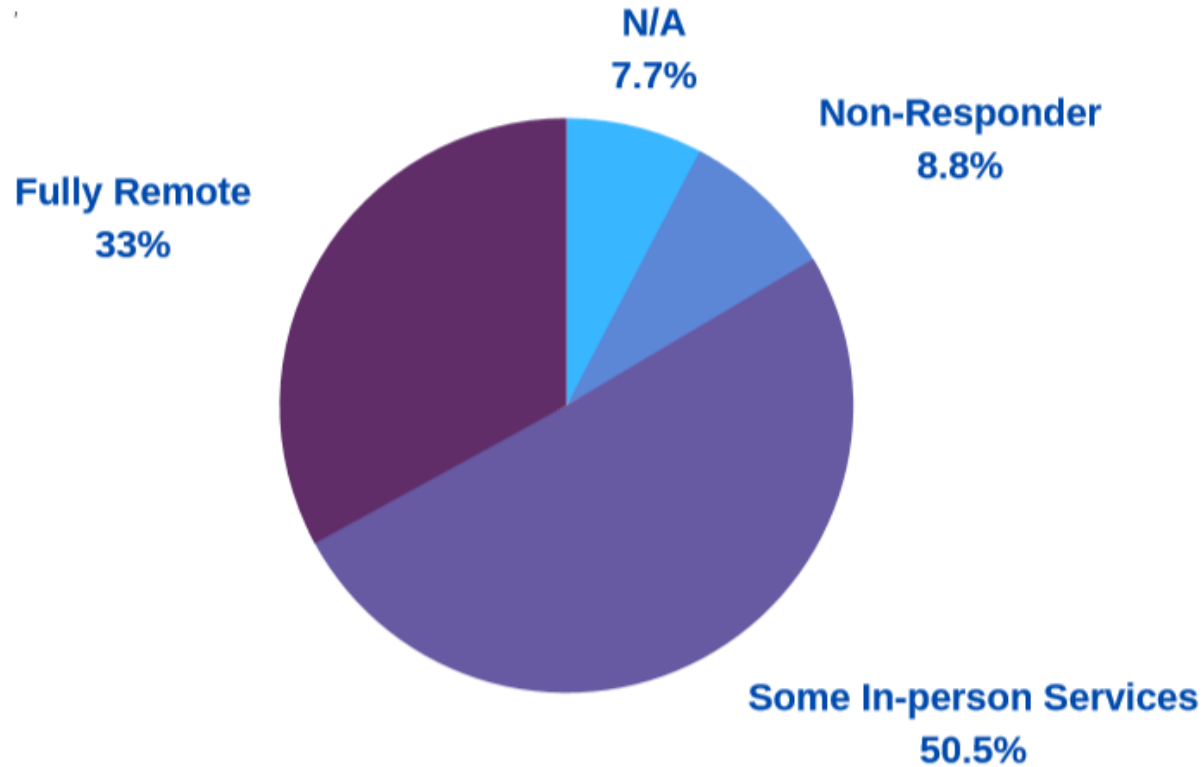
AUGUST 4, 2020

## AGENDA

1. Status of maaps  
Schools for Summer
2. Fall Back to School
3. Updates:
  - DCF
  - Compensatory Services



## SUMMER OPEN/REMOTE STATUS REPORT



More than half of maaps member schools are on campus this summer

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# Back to School

Virtual Backpack

FALL VIRTUAL BACK TO SCHOOL BACKPACK

Access the **maaps** virtual back to school backpack [here](#) to find all of the fall guidance, as well as useful templates and resources in one convenient place.

Use the password maaps\*\*beatcorona

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# OVERVIEW OF TWO-STEP PROCESS FOR DISTRICT REOPENING PLAN SUBMISSIONS

**Districts will submit their reopening plans to DESE through a two-step process:**

**Step 1: By July 31**, districts must complete and submit a *preliminary reopening plan summary* to DESE. Districts will fill out an **online form** that consists of two parts, which are outlined below and detailed later in this document. This form will allow DESE to collect key summary information about districts' reopening models and other planning considerations.

**Step 2: By August 10**, districts must finalize their *comprehensive plan documents*, submit them to DESE, and release them publicly to their communities. This additional time will provide districts with an opportunity to incorporate any desired changes based on additional guidance DESE may release later in July, such as guidance on transportation and athletics. We strongly recommend that you work with your school committee (or equivalent board) on policy questions relevant to the final plan before submission.

- A. Executive summary**
- B. Letter from the superintendent** to the community, including the district’s selection for the reopening model it will use to begin the school year.
- C. In-person learning model:**
- For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.
  - In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time.
  - In the description of this model, districts should include information about how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.
- D. Hybrid learning model:**
- In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.
  - Districts should include information about how student learning will change across the two learning environments (in-person and remote) and provide sample schedules showing how students will rotate between in-person and remote learning models, including whether this varies among student groups and/or grade levels.
  - In a hybrid model, some High Needs students may still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.

# Step 2: Expectations for Final “Comprehensive” Reopening Plans

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DUE AUGUST 10<sup>TH</sup>

# Step 2: Expectations for Final Reopening Plans

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## **E. Remote learning model:**

- In this learning model, remote learning is the default mode of instruction for all students, though some High Needs students may still be served in-person full time or through a hybrid model. Structured Learning Time requirements apply to remote learning.
- Remote learning must include the following requirements per DESE regulations: (1) procedures for all students to participate in remote learning, including a system for tracking attendance and participation; (2) alignment of remote academic work to state standards; (3) a policy for issuing grades for students' remote academic work; and (4) a method for teachers and administrators to regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
- Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.

**F. Out-of-school time plan:** In this section, please include any information about additional supports, instruction, or services the district will provide to students: (a) before and after school, (b) through 21<sup>st</sup> Century Learning, if applicable, and (c) on the weekends.

**G. Student supports and professional learning:** Please include the following information in this section: (a) safety, wellness, and social emotional supports, (b) planning and instruction, (c) assessment, and (d) intervention. (e) A school calendar with start date and PD days prior to opening is recommended.

**H. Other:** Information in this section should be determined by the context of the district.

**I. Certification of health and safety requirements:** Districts will need to certify that they meet the final health and safety requirements issued by DESE. A preliminary list of these requirements appears in DESE's initial fall reopening guidance; DESE will release a final list later this month.

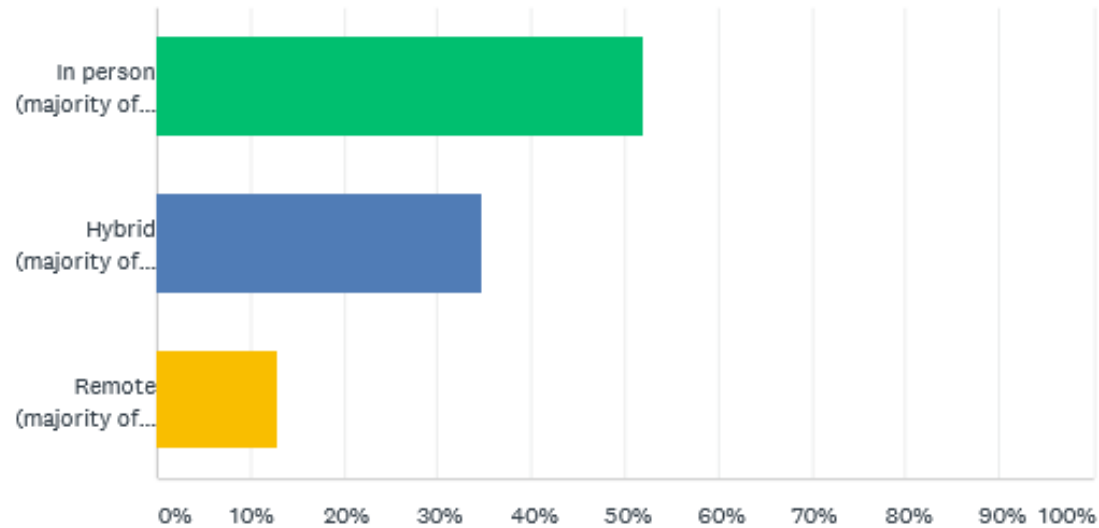
# maaps Member Schools Survey Results for Fall Reopening

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## Q1 Which reopening model are you leaning towards for the start of the school year? Please select the predominant model for your school.

Answered: 23 Skipped: 0

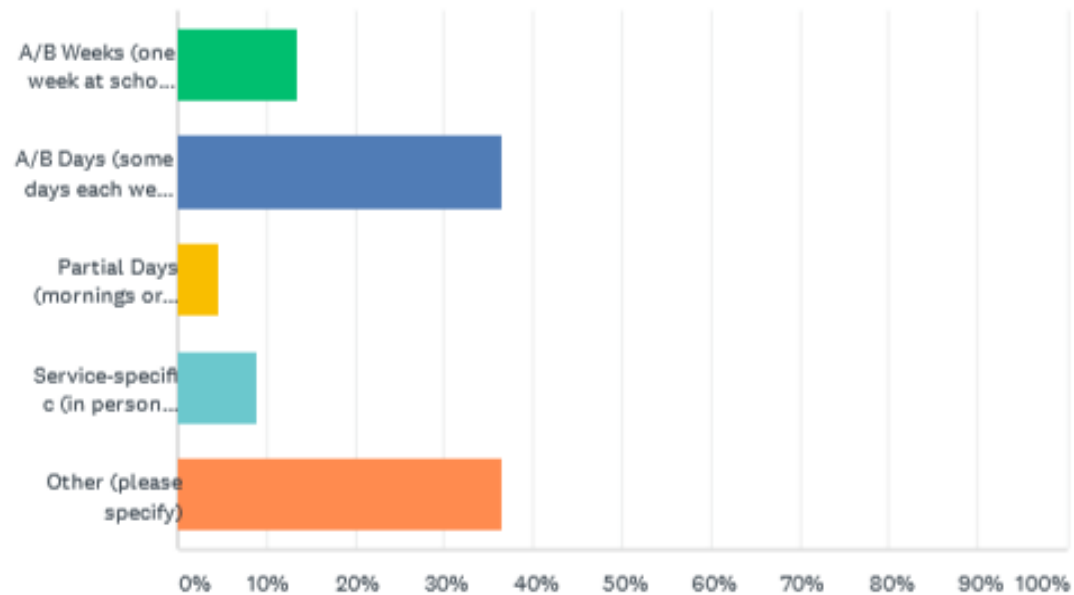


Elizabeth Dello Ru

ANSWER CHOICES	RESPONSES	
In person (majority of students learning on site at school)	52.17%	12
Hybrid (majority of students spend some time at school and some time remote, such as A/B weeks, partial weeks, or partial days)	34.78%	8
Remote (majority of students learning remotely full time)	13.04%	3
<b>TOTAL</b>		<b>23</b>

## Q2 In your hybrid scenario proposal, how do you plan to divide learning time?

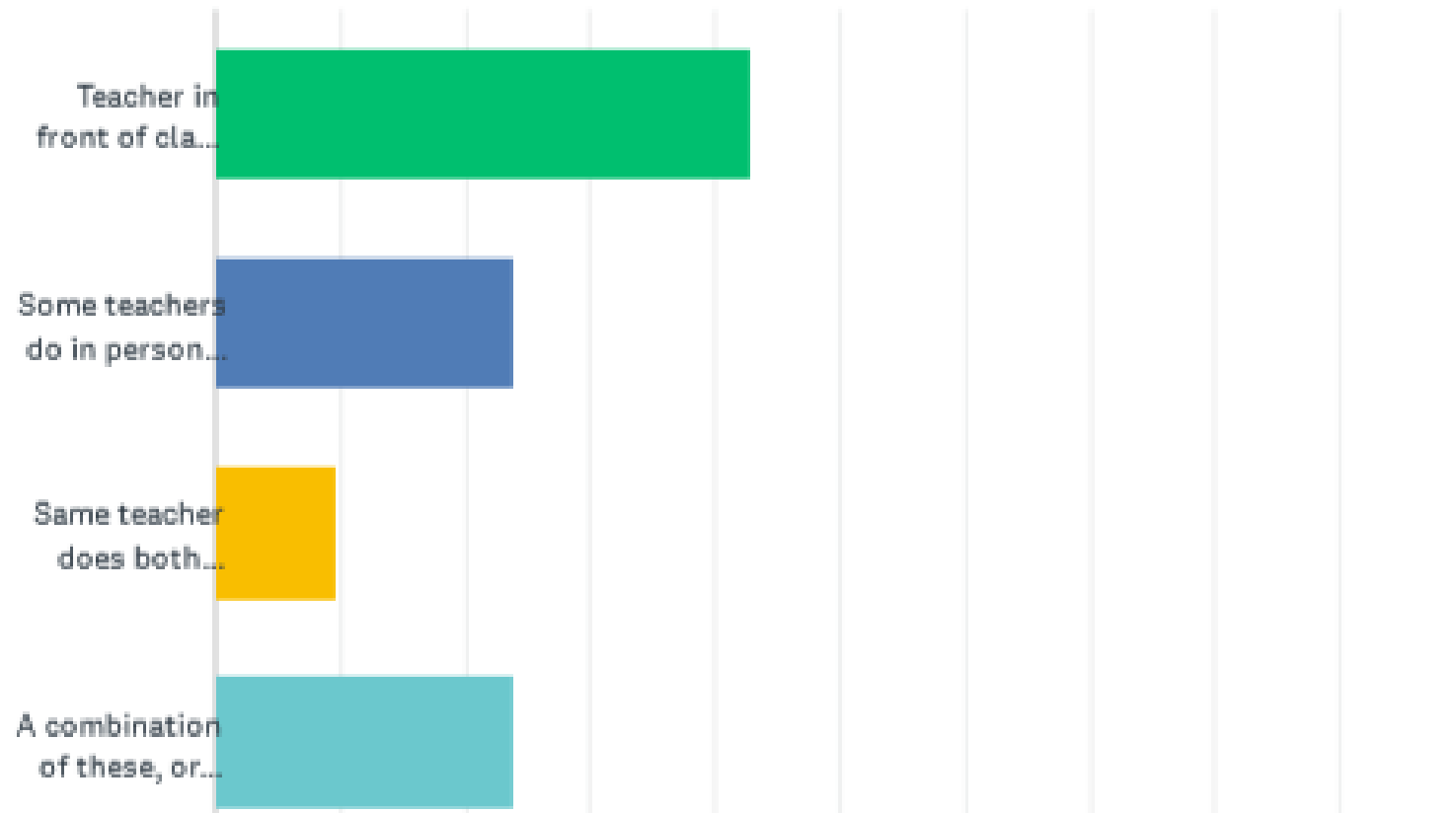
Answered: 22 Skipped: 1



ANSWER CHOICES	RESPONSES	
A/B Weeks (one week at school, one week at home)	13.64%	3
A/B Days (some days each week at school, some days remote)	36.36%	8
Partial Days (mornings or afternoons only)	4.55%	1
Service-specific (in person only for certain direct IEP services/therapies)	9.09%	2
Other (please specify)	36.36%	8
<b>TOTAL</b>		<b>22</b>

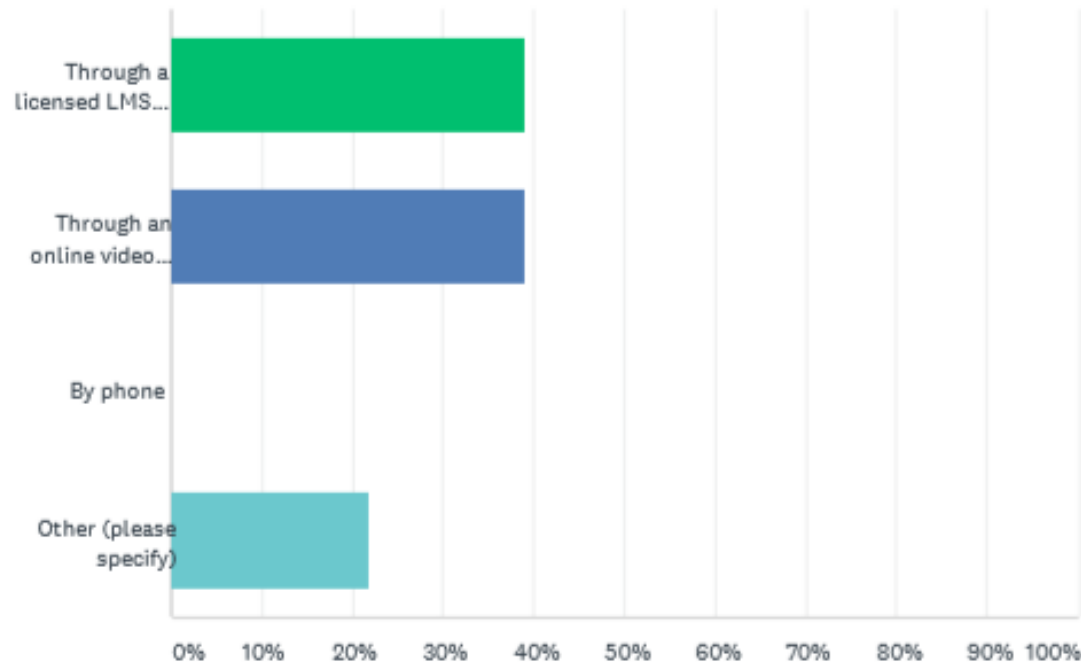
### Q3 In your hybrid learning proposal, how have you divided teaching duties?

Answered: 21 Skipped: 2



# Q4 In your remote learning proposal, how do you plan to deliver synchronous instruction?

Answered: 23 Skipped: 0

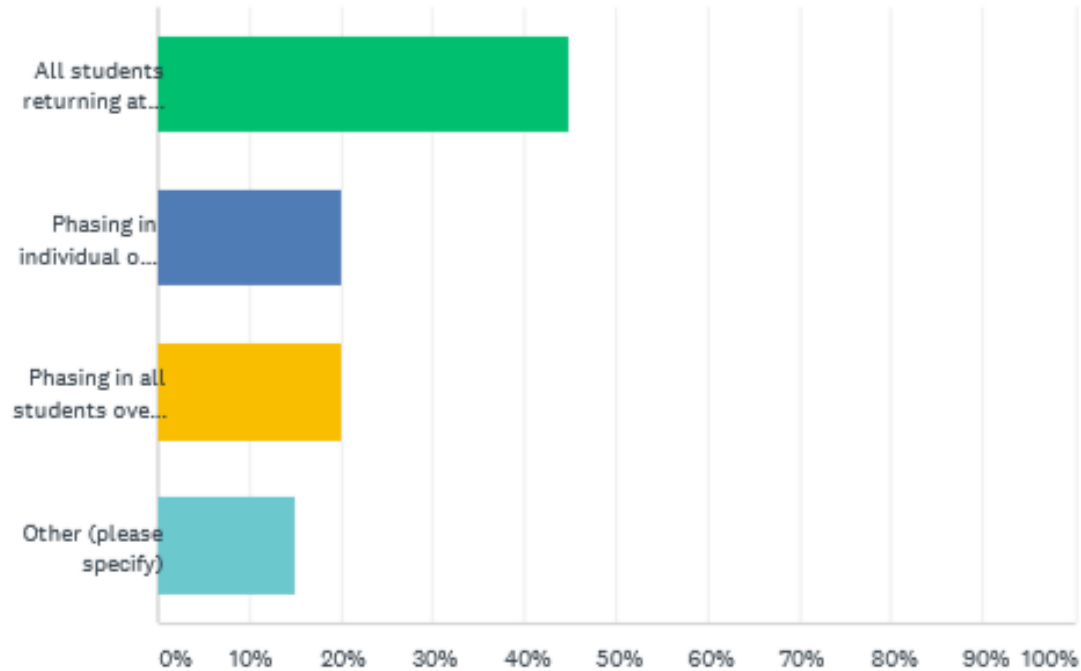


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ANSWER CHOICES	RESPONSES	
Through a licensed LMS such as Google Classroom	39.13%	9
Through an online video meeting platform such as Zoom or Google Hangouts, or other Teletherapy platform	39.13%	9
By phone	0.00%	0
Other (please specify)	21.74%	5
<b>TOTAL</b>		<b>23</b>

## Q5 If you are planning a return to in-person instruction, how do you plan to roll this out?

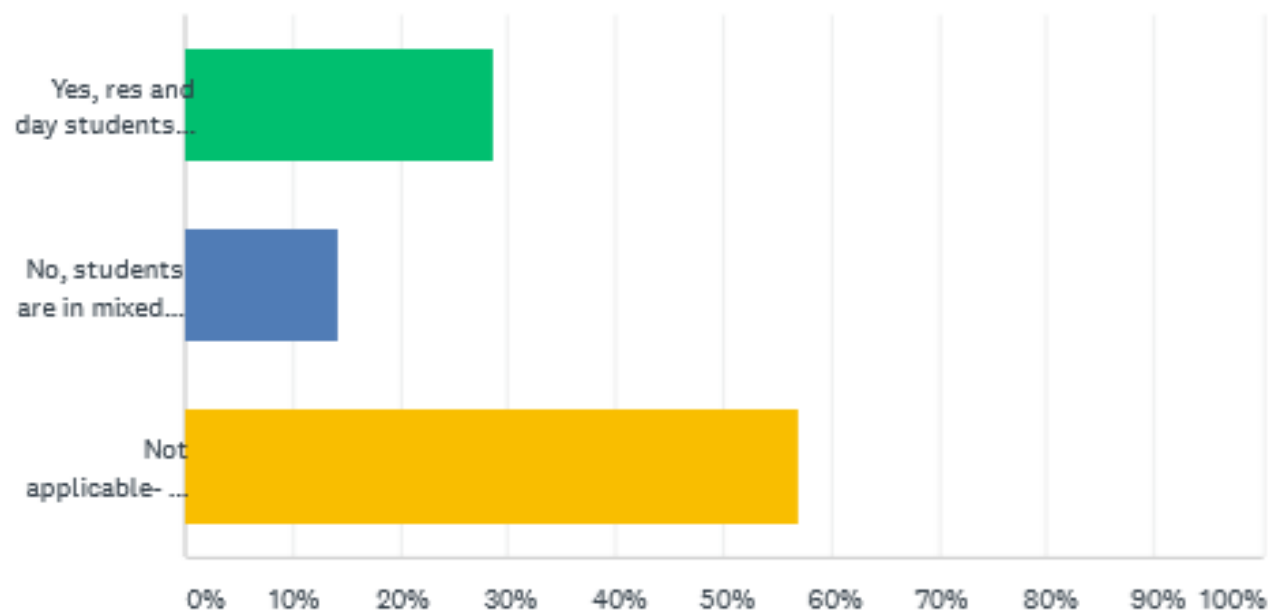
Answered: 20 Skipped: 3



ANSWER CHOICES	RESPONSES	
All students returning at once	45.00%	9
Phasing in individual or small groups of students based on level of IEP need	20.00%	4
Phasing in all students over time	20.00%	4
Other (please specify)	15.00%	3
<b>TOTAL</b>		<b>20</b>

## Q6 If you are a residential program, are you separating your res and day students?

Answered: 21 Skipped: 2



### ANSWER CHOICES

Yes, res and day students are separated

No, students are in mixed cohorts

Not applicable- we are not a res program, or we do not have separate res/day programs

TOTAL

### RESPONSES

28.57% 6

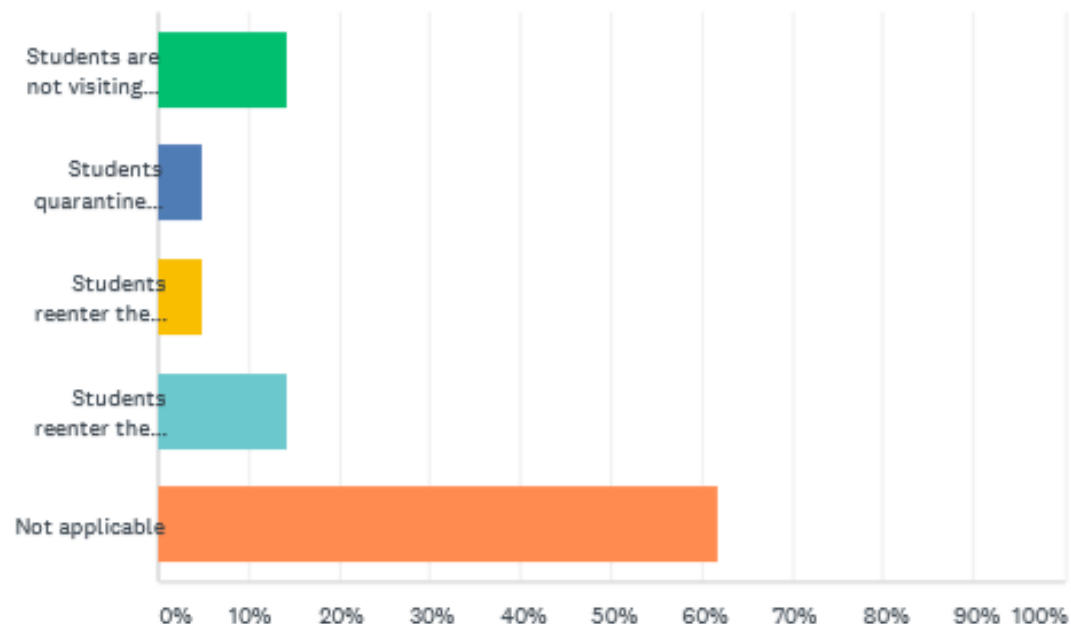
14.29% 3

57.14% 12

21

# Q7 If you are a residential program, how are you managing home visits?

Answered: 21 Skipped: 2



ANSWER CHOICES	RESPONSES	
Students are not visiting home at this time	14.29%	3
Students quarantine after a home visit	4.76%	1
Students reenter the program without a quarantine period after a home visit	4.76%	1
Students reenter the program, have home visits and parents/guardians agree via attestation that they are taking social distancing, masking and disease mitigation procedures seriously prior to and during home visits	14.29%	3
Not applicable	61.90%	13
<b>TOTAL</b>		<b>21</b>

If you are planning a return to in person instruction, what is your target date to Return?

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Date / Time
07/07/2020
08/03/2020
11/09/2020
09/09/2020
09/02/2020
09/08/2020
08/31/2020
09/08/2020
09/01/2020
09/12/2020
08/31/2020
09/08/2020
09/03/2020
09/01/2020
09/03/2020
09/14/2020
08/24/2020
09/02/2020
08/11/2020
09/08/2020
09/15/2020



Response	Other (please specify)
Other (please specify)	We are not doing daily; one time attestation instead
Email attestation	
Attestation app	
Other (please specify)	We are going to assume that if the parent is sending the student to school then the parent has asked the daily questions and agrees to send them to school.
Email attestation	
Attestation app	
Other (please specify)	We're not there yet.
Other (please specify)	asking them when they are just getting off the bus
Attestation app	
Other (please specify)	Looking for an app but haven't found one yet.
Attestation app	
Google form or other digital form	
Google form or other digital form	
Other (please specify)	Unsure
Paper attestation	
Email attestation	
Other (please specify)	Paper But if we can find an app We would do that
Google form or other digital form	
Google form or other digital form	
Google form or other digital form	
Paper attestation	
Other (please specify)	Not collecting daily attestations
Other (please specify)	both paper and app

# How do you plan to collect daily attestations from students/parents?

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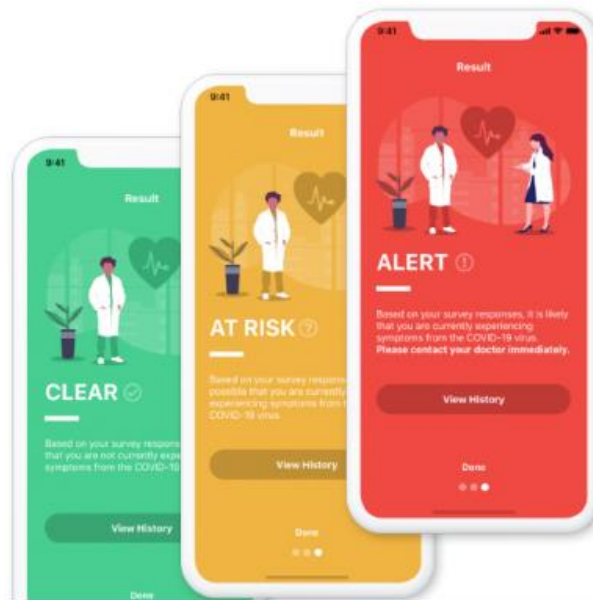
*Assess and track the COVID-19 status of your workforce*

### Do Your Part to Help Bend the Curve

The COVIDClear™ is a critical resource in helping healthcare workers protect their patients, co-workers, themselves and their families as they confront the COVID-19 pandemic in their hospitals and care delivery environments.

The symptom attestation solution allows employers efficiently and effectively assess and track the COVID-19 status of their workforce in real time. COVIDClear fulfills the need of a system that will allow employees or visitors to attest to their COVID-19 symptom status and have that information saved for HR and environmental safety purposes. By answering a brief series of symptom screening questions, mobile users can affirm if they are COVID-19 symptom free or select which symptoms they are currently experiencing.

COVIDCLEAR™ DATASHEET



# Daily Attestation App Example

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## HAVE YOU MADE ANY CHANGES TO YOUR STUDENT HANDBOOK?

- We will
  - Adding an addendum to our handbook with all new protocols regarding COVID
  - we are creating a COVID supplement
  - Yes, we are working on it
  - No
-

## HOW ARE YOU ADDRESSING PHYSICAL SPACE CONSTRAINTS, IF ANY? (TENTS, TRAILERS, OUTDOOR CLASSROOMS, ETC)

- Tent,
  - designing new outdoor space
  - Spreading desks 6 feet apart, some outdoor space
  - added canopies over picnic tables and outdoor seating
  - utilizing art room
  - using library
  - using auditorium
  - vocational building or repurposing other buildings
-

HOW ARE YOU COHORTING THERAPY STAFF TO MEET CASELOAD NEEDS—  
DISTINGUISH BY SERVICES TO DAY STUDENTS (ALL 3 MODELS) AND  
RESIDENTIAL STUDENTS (IF APPLICABLE) RECEIVING DIRECT IN-PERSON  
SERVICES IN THE RES ENVIRONMENTS?

- Divided students and staff into 2 teams: ½ clinicians and ½ students
  - therapists are assigned by classroom
  - working caseloads to take set cohorts
  - cohort only
  - training staff on telehealth
  - separating teachers by grades
  - surgical masks instead of cloth
-

HOW DO YOU PLAN TO ADDRESS THE NEED FOR ADDITIONAL SPECIAL ED TEACHERS, THERAPY STAFF, AND DIRECT SUPPORT DUE TO SEPARATING CLASSROOMS BY SIZE AND/OR DELIVERY IN RESIDENTIAL PROGRAMS?

- Trying to make it work with the staff we have
  - We do not anticipate needed more staff
  - we are hoping to be creative in classroom assistants
  - we think we have enough staff to meet students needs
-



**Changes to the enrollment? Let us know.**

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## Examples of Language appearing on Contracts:

“[OOD] additionally agrees to be solely responsible for the provision of any and all compensatory services owed to the students, including services determined to be owed at an IEP Team, arising from the period of any mandatory or necessary school closure due to the pandemic, without further cost to [District].”

“In the event compensatory services are provided for this student, please confirm there will be no additional costs to [school district].”

“The [OOD] additionally agrees to be solely responsible for the provision of any and all compensatory services owed to the students, including services determined to be owed by an IEP Team, arising from the period of mandatory school closure, which began on March 17, 2020, without further costs to the City.”

“This letter further serves as notice that any compensatory services that may be deemed required in the future due to [OOD] failure to adequately and appropriately develop and implement a distance learning program for [student] will solely be the responsibility of [OOD].”

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## COMPENSATORY SERVICES



# Q&A

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