

Perkins School for the Blind
Comprehensive Reopening Plan Appendix
August 14, 2020

Written Communications

Written communications were sent almost weekly to staff of Educational Programs and Perkins families. These communications were intended to share critical information as well as to engage staff and families in providing feedback. Below is a list of dates on which communications were sent:

Staff

March 25
April 3
April 10
April 17
May 1
May 4
May 22
June 9
June 19
June 26
July 2
July 9
July 24
July 31

Families

March 16
March 20
March 27
April 3
April 10
April 17
April 27
May 1
May 7
May 19
May 22
June 8
June 19
June 26
July 24
July 31

Surveys

A number of surveys were sent to families to seek feedback on remote instruction, interest in programming in August, as well as interest in in-person instruction in July.

Stakeholder Meetings

Date and Time	Group
March 27, 2020; 11:30am	Early Learning Center and Lower School Program Staff
March 27, 2020; 2:30pm	Secondary Program Staff
April 1, 2020; 1:00pm	All Staff Town Hall
April 1, 2020; 3:00pm	Parent Advisory Council Board (Early Learning Center, Lower School, Secondary Programs) with Educational Leadership Team
April 2, 2020; 2:00pm	Parent Advisory Council (Deafblind Program) with Superintendent
April 3, 2020; 10:00am	Deafblind Program Staff
April 3, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
April 3, 2020; 2:30pm	Secondary Program Staff
April 7, 2020; 3:00pm	Staff Training on Google Classroom
April 8, 2020; 10:00am	Staff Training on Google Classroom
April 8, 2020; 2:30pm	Staff Training on Google Classroom
April 9, 2020; 10:30am	Staff Training on Google Classroom
April 10, 2020; 10:00am	Staff Training on Google Classroom
April 10, 2020; 10:00am	Deafblind Program Staff
April 10, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
April 10, 2020; 2:00pm	Staff Training on Google Classroom
April 10, 2020; 2:30pm	Secondary Program Staff
April 10, 2020; 4:00pm	Live In Staff with Education Director
April 14, 2020; 10:00am	Parent Training on Google Classroom
April 14, 2020; 3:00pm	Parent Advisory Council Board (Early Learning Center, Lower School, Secondary Programs) with Educational Leadership Team
April 15, 2020; 3:00pm	Parent Training on Google Classroom
April 16, 2020; 4:00pm	Live In Staff with Educational Leadership Team
April 17, 2020; 10:00am	Deafblind Program Staff
April 17, 2020; 11:30am	Parent Training on Google Classroom
April 17, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
April 22, 2020; 1:00pm	Parent Town Hall
April 24, 2020; 1:00pm	Deafblind Program Parents with Education Director
April 28, 2020; 3:00pm	Parent Advisory Council Board (Early Learning Center, Lower School, Secondary Programs) with Educational Leadership Team
April 30, 2020; 3:30pm	Early Learning Center, Lower School, Secondary Programs Clinician Parent Support Meeting
May 1, 2020; 10:00am	Deafblind Program Staff
May 1, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
May 1, 2020; 2:30pm	Secondary Program Staff
May 4, 2020; 2:00pm	Staff Training on Google Classroom
May 4, 2020; 3:00pm	Parent Advisory Council Board (Early Learning Center, Lower School, Secondary Programs) with Educational Leadership Team
May 5, 2020; 11:00am	Community Programs Staff Meeting with Superintendent
May 8, 2020; 10:00am	Deafblind Program Staff
May 8, 2020; 11:00am	Deafblind Program Parents with Education Director
May 8, 2020; 1:00pm	Early Learning Center and Lower School Program Staff

May 8, 2020; 2:30pm	Secondary Program Staff
May 13, 2020; 2:15pm	All Staff Town Hall
May 15, 2020; 10:00am	Deafblind Program Staff
May 15, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
May 15, 2020; 2:30pm	Secondary Program Staff
May 19, 2020; 2:00pm	Parent Advisory Council Board (Early Learning Center, Lower School, Secondary Programs) with Educational Leadership Team
May 22, 2020; 10:00am	Deafblind Program Staff
May 22, 2020; 11:00am	Deafblind Program Parents with Superintendent
May 22, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
May 22, 2020; 2:30pm	Secondary Program Staff
May 29, 2020; 10:00am	Deafblind Program Staff
May 29, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
May 29, 2020; 2:30pm	Secondary Program Staff
June 1, 2020; 9:00am	All Staff Town Hall
June 2, 2020; 3:30pm	Parent Advisory Council Board (Early Learning Center, Lower School, Secondary Programs) with Educational Leadership Team
June 5, 2020; 10:00am	Deafblind Program Staff
June 5, 2020; 11:00am	Deafblind Program Parents Support Group
June 5, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
June 5, 2020; 2:30pm	Secondary Program Staff
June 10, 2020; 5:15pm	Deafblind Program Parents Support Group
June 11, 2020; 3:00pm	Parent Advisory Council Board (Early Learning Center, Lower School, Secondary Programs) with Educational Leadership Team
June 12, 2020; 10:00am	Deafblind Program Staff
June 12, 2020; 11:00am	Deafblind Program Parents with Education Director
June 12, 2020; 1:00pm	Early Learning Center and Lower School Program Staff
June 12, 2020; 2:30pm	Secondary Program Staff
June 16, 2020; 6:30pm	Parent Town Hall
June 17, 2020; 5:15pm	Deafblind Program Parents Support Group
June 19, 2020; 10:00am	Deafblind Program Staff
June 19, 2020; 11:00am	Deafblind Program Parents Support Group
June 23, 2020; 3:30pm	Parent Advisory Council Board (Early Learning Center, Lower School, Secondary Programs) with Educational Leadership Team
June 24, 2020; 5:15pm	Deafblind Program Parents Support Group
June 29, 2020; 1:00pm	Health Services Staff with Superintendent
June 29, 2020; 7:00pm	Early Learning Center, Lower School, Secondary Programs Parent to Parent Support Group
June 30, 2020; 4:00pm	Educational Programs Staff with Educational Leadership Team
July 2, 2020; 3:00pm	Early Learning Center, Lower School, Secondary Programs Parent to Parent Support Group
July 2, 2020; 5:00pm	Deafblind Program Parents Meeting with Education Director
July 3, 2020; 1:15pm	Early Learning Center, Lower School, Secondary Programs Staff
July 3, 2020; 7:00pm	Early Learning Center, Lower School, Secondary Programs Clinician Parent Support Meeting

July 6, 2020; 1:00pm	Health Services Staff with Superintendent
July 6, 2020; 7:00pm	Early Learning Center, Lower School, Secondary Programs Parent to Parent Support Group
July 7, 2020; 8:30am	All Staff Town Hall
July 7, 2020; 10:00am	Staff Training for July In-person Instruction
July 7, 2020; 11:00am	Staff Training for July In-person Instruction
July 7, 2020; 1:00pm	Staff Training for July In-person Instruction
July 7, 2020; 2:00pm	Staff Training for July In-person Instruction
July 7, 2020; 3:00pm	Staff Training for July In-person Instruction
July 7, 2020; 4:00pm	Staff Training for July In-person Instruction
July 8, 2020; 10:00am	Staff Training for July In-person Instruction
July 8, 2020; 11:00am	Staff Training for July In-person Instruction
July 8, 2020; 1:00pm	Staff Training for July In-person Instruction
July 8, 2020; 1:00pm	Community Programs Staff Meeting with Superintendent
July 8, 2020; 2:00pm	Staff Training for July In-person Instruction
July 8, 2020; 3:00pm	Staff Training for July In-person Instruction
July 8, 2020; 4:00pm	Staff Training for July In-person Instruction
July 8, 2020; 4:00pm	Early Learning Center, Lower School, Secondary Programs Clinician Parent Support Meeting
July 8, 2020; 6:00pm	Parent Orientation for July In-person Instruction
July 9, 2020; 10:00am	Staff Training for July In-person Instruction
July 9, 2020; 11:00am	Staff Training for July In-person Instruction
July 9, 2020; 1:00pm	Staff Training for July In-person Instruction
July 9, 2020; 2:00pm	Staff Training for July In-person Instruction
July 9, 2020; 3:00pm	Staff Training for July In-person Instruction
July 9, 2020; 3:00pm	Early Learning Center, Lower School, Secondary Programs Parent to Parent Support Group
July 9, 2020; 4:00pm	Staff Training for July In-person Instruction
July 10, 2020; 10:00am	Deafblind Program Staff
July 10, 2020; 1:15pm	Early Learning Center, Lower School, Secondary Programs Staff
July 13, 2020; 7:00pm	Early Learning Center, Lower School, Secondary Programs Parent to Parent Support Group
July 16, 2020; 3:00pm	Early Learning Center, Lower School, Secondary Programs Parent to Parent Support Group
July 20, 2020; 7:00pm	Early Learning Center, Lower School, Secondary Programs Parent to Parent Support Group
July 22, 2020; 4:00pm	Parent Town Hall
July 23, 2020; 3:00pm	Early Learning Center, Lower School, Secondary Programs Parent to Parent Support Group
July 23, 2020; 4:00pm	Early Learning Center, Lower School, Secondary Programs Clinician Parent Support Meeting
July 24, 2020; 1:15pm	Educational Programs Staff with Educational Leadership Team
August 7, 2020; 3:15pm	Community Programs Staff Meeting with Superintendent

Re-opening Task Force Membership List

Name	Program or Organization	Title
Perkins Lead Re-opening Work Group		
Ed Bosso, COVID Response Lead	Educational Programs	Superintendent
Brenna Child, COVID Response Lead	Human Resources	Chief People Officer
Louise McCarthy	Finance and Operations	Legal Counsel
Doug Fitzgerald	Facilities & Property Management	Director of Facilities & Property Management
Michele Crews	Human Resources	Director of Human Resources
Linda Christensen	Finance and Operations	Compliance and Project Manager, Operations
Scott MacDowell	Educational Programs	Executive Assistant
Perkins Educational Programs On-Campus Work Groups		
Jason Mills	Educational Programs	Training Department Coordinator
Kelly Chiu, MD	Children's Hospital	Consulting Pediatrician
Jessica Roth, MD	Children's Hospital	Consulting Pediatrician
Carol Anne O'Leary	Health Services	Nurse Practitioner
Pat McCall	Early Learning Center, Lower School, Secondary	Education Director
Elizabeth Torrey	Early Learning Center & Lower School	Assistant Education Director
Alexandra LaVoie	Early Learning Center & Lower School	Assistant Education Director
Cathy Mills	Early Learning Center & Lower School	Teacher
Cara Coller	Early Learning Center & Lower School	Parent Representative
Rebecca Ferreira	Early Learning Center & Lower School	Parent Representative

Jessica Brown	Secondary Program	Assistant Education Director
Chris Underwood	Secondary Program	Assistant Director of Program Support
Jennifer Potter	Secondary Program	Social Worker
Joe Bayne	Secondary Program	Teacher
Andrea Wood	Secondary Program	Behavior Analyst
Mardi Durkin	Secondary Program	Parent Representative
Martha Majors	Deafblind Program	Education Director
Maureen O'Brien	Deafblind Program	Assistant Education Director
Kristin Carlson	Deafblind Program	Education Coordinator
Sharon Stelzer	Deafblind Program	Lead Teacher
Andrea Covelli	Deafblind Program	Teacher
Christine Boudreau	Deafblind Program	Teacher
Matt LaCortiglia	Deafblind Program	Teacher
Christa Gicklhorn	Deafblind Program	Lead Vocational Teacher
Neha Sharma	Deafblind Program	Speech-Language Pathologist
Shelley Fichera	Deafblind Program	Parent Representative
Anne Cronin	Deafblind Program	Parent Representative
Perkins Community Programs Work Group		
Teri Turgeon	Community Programs	Education Director
Kristen Clark	Community Programs	Assistant Education Director
Brenda Allair	Community Programs	Infant Toddler Coordinator
Pat Ryan	Community Programs	Supervisor of Outreach Short Courses
Cristina Valente	Community Programs	Social Worker
Anthony Cappelli	Community Programs	Itinerant Teacher
Barbara Bamel	Community Programs	Itinerant Teacher

Nancy Knight	Community Programs	Itinerant Teacher
Amy Pybus	Community Programs	Itinerant Teacher
Jessica Pratt	Community Programs	Orientation and Mobility Specialist
Collaborative Work Group		
Kathleen Lovenbury	Crystal Springs School	Chief Executive Officer
Rick Mancini	Crystal Springs School	Director of Children's Services
Dave Manzo	Cotting School	Executive Director and President
Bridget Irish	Cotting School	Chief Operating Officer

Perkins School for the Blind Sample Situation Specific Protocols

In order to protect the health and safety of students, staff, families, and community members, Perkins will follow [CDC recommendations](#) in the following areas:

- Health and safety considerations, social distancing, and infection control practices (handwashing, face coverings, and gloves);
- Classroom, meal, and cleaning practices;
- [Disinfecting practices](#);
- Health office practices, protective equipment, management and [isolation of students](#) and/or staff showing signs and [symptoms of illness](#).

In addition, the following guidance addresses situation-specific protocols that have been developed prior to providing in-person instruction to guide activities in the following areas:

- Personal Protective Equipment
- Screening and Monitoring
- Hygiene and Health Practices
- Toileting
- Physical Intervention and Restraint
- Transportation

Personal Protective Equipment (PPE) and Face Masks and Coverings:

Perkins School for the Blind will provide all required PPE (i.e. face masks, gowns, gloves, face shields, etc.) for staff. Parents should provide appropriate PPE for students.

Face Masks and Coverings:

- Staff are required to wear masks or face coverings while on campus.
- When possible and at the discretion of the parent or guardian of the child, programs should encourage the wearing of masks or cloth face coverings for children age 2 and older who can safely and appropriately wear, remove, and handle masks. Additional guidance on use of face coverings and masks by children is as follows:
 - Children under the age of 2 years should not wear face coverings or masks.
 - When children can be safely kept at least 6 feet away from others, then they do not need to be encouraged to wear a mask.
 - Masks must not be worn while children are eating/drinking, sleeping, and napping. Strict and consistent physical distancing must be practiced at all times during these activities. Masks do not need to be worn while engaging in active outdoor play, if children are able to keep physical distance from others.
 - Children 2 years of age and older must be supervised when wearing a mask. If wearing the face covering causes the child to touch their face more frequently, staff must reconsider whether the mask is appropriate for the child.
- Families should provide their children with a sufficient supply of clean masks and face coverings for their child to allow replacing the covering as needed. These families must have a plan for routine cleaning of masks and face coverings, clearly mark masks with the child's name and room number, if applicable, and clearly distinguish which side of the covering should be worn facing outwards so they are worn properly each day. If families are unable to provide masks, programs should

provide masks for children and youth, as necessary. Masks and face coverings must be routinely washed (at least daily and any time the mask is used or becomes soiled) depending on the frequency of use. When possible, masks must be washed in a washing machine in hot water and dried fully before using again. If a washing machine is unavailable, masks must be washed with soap and hot water and allowed to dry fully before using again.

- If using a disposable mask, follow [CDC guidance](#) on proper daily removal. Grasp bottom ties or elastics of the mask, then the ones at the top, and remove without touching the front. Discard in a waste container and wash hands or use an alcohol-based hand sanitizer immediately.
- Programs must enforce the wearing of face masks by parents or guardians when on the premises and at all times during drop-off and pick-up. Programs must regularly remind families and staff that all individuals are encouraged to adhere to the CDC's recommendations for wearing a mask or cloth face covering whenever going out in public and/or around other people.
- Programs must teach and reinforce use of cloth face coverings among all program staff. Face coverings are most essential at times when physical distancing is not possible. Staff must be frequently reminded not to touch the face covering and to wash their hands frequently. Information must be provided to all staff on proper use, removal, and washing of cloth face coverings.

Exceptions to Use of Face Masks/Coverings: Exceptions for wearing face masks include situations that may inhibit an individual from wearing a face mask safely. These may include, but are not limited to:

- Children under the age of 2 years.
- Children who cannot safely and appropriately wear, remove, and handle masks.
- Children who have difficulty breathing with the face covering or who are 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 or an intellectual impairment, are unable to wear a face covering safely.
- Individuals who need to communicate with people who rely upon lip-reading.

When to Use Gloves: Program staff must wear gloves when appropriate and at all times during the following activities. Programs should consult with a child's medical records and identify any allergies when determining the type of gloves to use. Handwashing or use of an alcohol-based hand sanitizer before and after these procedures is always required, whether or not gloves are used.

- Diapering
- Food preparation
- Screening activities requiring contact
- Applying sunscreen.

Additional Guidance on Using Gloves: To reduce cross-contamination, disposable gloves should always be discarded after the following instances. After removing gloves for any reason, hand hygiene should be performed with alcohol-based hand sanitizer or soap and water.

- Visible soiling or contamination with blood, respiratory or nasal secretions, or other body fluids occurs.
- Any signs of damage (e.g., holes, rips, tearing) or degradation are observed.
- Maximum of four hours of continuous use.
- Removing gloves for any reason. Previously removed gloves should not be re-donned as the risk of tearing and contamination increases. Therefore, disposable glove “re-use” should not be performed.
- In addition, gloves should be removed following activities where glove usage is required including diapering, food preparation, applying sunscreen, and screening activities requiring contact.

Screening and Monitoring Protocols:

In circumstances in which maintenance of recommended social distancing (6 feet minimum) is not possible, the following recommendations will be implemented:

- Staff have been prepared and properly trained to accommodate students’ health and safety needs in addition to their education.
- Staff must be prepared to provide hands-on assistance to students with disabilities for any circumstance that would require them to be within 6 feet from any student.
- To protect yourselves, staff who care for students requiring hands-on assistance such as feeding, washing, dressing, physical prompting, helping students sit at a desk, manipulating academic materials, and prompting students to use a communication device, etc., should wear appropriate protective equipment based on the activity and risk level and wear long hair up or tied back during all activities requiring direct contact with the student.

Hygiene and Health Practices Resources and Supplies:

Adequate resources have been supplied to promote frequent and effective hygiene behaviors. Programs will have the following materials and supplies:

- Handwashing facilities with soap, water, and disposable paper towels will be readily accessible to all students and staff. Handwashing instructions have been posted near every handwashing sink and where they can easily be seen by students and staff.
 - Hand sanitizer with at least 60% alcohol will be utilized at times when hand washing is not available, as appropriate to the ages of children.
 - Hand sanitizer will be stored securely and used only under supervision of staff. Staff must make sure students do not put hands wet with sanitizer in their mouth and may teach children proper use.
 - While hand sanitizer may be used by children over 2 years of age with parental permission, handwashing is the preferred and safer method.
- Hand hygiene stations must be set up at the entrance of the premises. Hand sanitizer will be provided with at least 60% alcohol next to parent attestation sheets and will be allowed to use in accordance with the guidelines above. If hand sanitizer use is not appropriate or not approved and there is no soap and water at the

entrance, students must be instructed to go to the nearest handwashing station upon entry. Keep hand sanitizer out of children's reach and supervise use.

When to Wash Hands:

- Students and staff must wash their hands or use hand sanitizer often, making sure to wash all surfaces of their hands (e.g., front and back, wrists, between fingers). Staff and students will be trained to regularly wash their hands with soap and water for at least 20 seconds and should wash hands whenever the following criteria are met:
 - Upon entry into and exit from program space.
 - When coming into the program space from outside activities.
 - Before and after eating.
 - After sneezing, coughing or nose blowing.
 - After toileting and diapering.
 - Before handling food.
 - After touching or cleaning surfaces that may be contaminated.
 - After using any shared equipment like toys, computer keyboards, mouse, climbing walls.
 - After assisting students with handwashing.
 - Before and after administration of medication.
 - Before entering vehicles used for transportation of students.
 - After contact with facemask or cloth face covering.
 - Before and after changes of gloves.

Cover Coughs or Sneezes

- Students, families, and staff should avoid touching their eyes, nose, and mouth. Cover coughs or sneezes with a tissue, then throw the tissue in the trash and clean hands with soap and water or hand sanitizer (if soap and water are not readily available and with parental permission and careful supervision as appropriate to the ages of the child).

Additional Healthy Habits: Programs are encouraged to teach, model, and reinforce the following healthy habits.

- Staff must know and follow the steps needed for effective handwashing (use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly and dry with individual disposable towel).
- Build in monitored handwashing for students at all necessary times throughout the day (e.g., upon arrival, before and after meals, after toileting and diapering, after coughing and sneezing, after contact with bodily fluids). Post visual steps of appropriate handwashing to assist students or cue them to sing the "Happy Birthday" song TWICE (approx. 20 seconds) as the length of time they need to wash their hands.
- Assist students with handwashing.
- Keep hand sanitizer out of the reach of children and monitor use closely. Due to its high alcohol content, ingesting hand sanitizer can be toxic for a child. Supervise children when they use hand sanitizer to make sure they rub their hands until completely dry, so they do not get sanitizer in their eyes or mouth.

- Explain to students why it is not healthy to share drinks or food, particularly when sick.
- Teach students to use tissue to wipe their nose and to cough inside their elbow. They must wash their hands with soap and water immediately afterwards.
- Ask parents and caregivers to wash their own hands and assist in washing the hands of their children before dropping off, prior to coming for pick up, and when they get home.

Toileting Protocols:

- Staff must change students' clothing and their own clothing when soiled with secretions or body fluids. Students' soiled clothing must be bagged and sent home sealed in a plastic container or bag.
- Toileting and diapering areas (including tables, pails, countertops, toileting chairs, sinks/faucets, toilets, floors, etc.) must be cleaned and disinfected after each use.
 - **Note:** Cleaning and disinfecting are two separate tasks:
 - **Clean:** To physically remove dirt, debris, and sticky film by washing, wiping, and rinsing.
 - **Disinfect:** To kill nearly all of the germs on a hard, non-porous surface with a recommended chemical to remove bacteria.
- Disinfect when students are not in the area. Surfaces should be dry by the time students use the area.
- Toileting/diaper procedures (including extra COVID-19 steps) must be posted in the bathroom changing area.
 - Signage should be kept simple and in multiple languages if needed.
 - Posting the multistep procedure may help direct service providers maintain the routine, which is designed to reduce contamination of surfaces.
- Staff will be trained on [proper removal of gloves, gowns, facial masks, and other protective equipment](#) and on handwashing before donning and after removing equipment in order to reduce contamination.
- To ensure the student's safety, make the change more efficient, and reduce opportunities for contamination, assemble all necessary supplies before bringing the student to the changing area.
- To reduce contamination, wash the student's hands after the toileting/diaper change.

Additional Resources:

- [Caring for Children in Group Settings During COVID-19](#)
- [Massachusetts Child and Youth Serving Programs Reopen Approach](#)

Physical Intervention and Restraint Protocols:

Physical Restraint and COVID-19: These guidelines are to be used in conjunction with Massachusetts regulations outlined in [603 CMR 46.00](#) and local procedures.

Direct service providers should be mindful that seeing staff putting on protective equipment or being approached by staff wearing protective equipment can create anxiety in students. Use a student-centered approach and offer reassurance throughout interactions.

- **Limiting Risk of Infection Prior to a Physical Restraint**
 - Plastic protective gowns that can be easily ripped or torn are not advised as they may become a hazard.
 - Ensure staff are wearing disposable gloves, disposable masks, face shields, and long sleeves to the maximum extent possible.
 - Only staff required for safely restraining a student should be involved; one additional staff member should monitor and address protective equipment needs for those staff who are involved in the restraint in the event that protective equipment needs to be altered or adjusted.

- **Limiting Risk of Infection During a Physical Restraint**
 - Keep hands clear of eyes, mouth, and nose of self and others.
 - First responders should be relieved as soon as possible if not wearing appropriate protective equipment.
 - Given the risk of COVID-19, it is even more important than usual to try to avoid long and extended restraints.

- **Limiting Risk of Infection After a Physical Restraint**
 - Remove and dispose of and/or clean protective equipment immediately in the manner that you were trained.
 - Avoid touching your face and limit contact with hard surfaces before immediately washing hands.
 - To minimize exposure, it is recommended that staff have a change of clothes available in cases where their clothes become contaminated.
 - Once all health and safety issues have been addressed, follow debriefing and reporting procedures for the restraint.

Additional Resources:

- [Clinical Guidance for NHS Scotland: Using Physical Restraint with Confirmed or Suspected COVID-19](#)
- [Resources for Implementing Trauma Informed Care](#)
- [Safety-Care® Standards and Recommendations Regarding Coronavirus Disease](#)
- [Crisis Prevention Institute: De-escalation Tips in Light of Coronavirus Anxiety](#)

Transportation Protocols:

In order to reduce the risk of transmitting COVID-19, districts should work collaboratively with families to determine their ability to transport their child(ren) to and from school. Parents of students for whom special transportation is provided for in their IEPs and who transport their student are eligible for reimbursement, according to [603 CMR 28.07\(6\)](#). In these cases, the student maintains the right to access transportation for a disability-related need at a future date. The IEP should not be amended, but the family should be notified in writing.

In cases where special transportation is provided for in the student's IEP and the family is unable to transport their student in order to receive in-person summer services, school districts must coordinate and provide transportation for those students, including students in out-of-district placements. When doing so, districts and transportation providers should follow the guidance document issued by the Department of Early Education and Care on June 1, 2020 ([Massachusetts Child and Youth Serving Programs Reopen Approach:](#)

[Minimum Requirements for Health and Safety](#)). The guidelines described below are drawn from that document and further applied to transporting students with disabilities.

- **Develop a Transportation Plan**

Schools and districts providing transportation must develop a written transportation plan following appropriate health and safety protocols. Additional requirements are as follows:

- [Social distancing and group size requirements](#) must be maintained to the extent possible while embarking, disembarking, and in transit.
- Because close seating on vehicles makes person-to-person transmission of respiratory viruses more likely, programs providing transportation to and from educational programs must maximize space between riders and follow requirements for wearing masks or face coverings.
- In cases where social distancing cannot be maintained (e.g., students who need to be buckled in, transferred in and out of wheelchairs, etc.), drivers and/or monitors should wear the appropriate protective equipment, as indicated in the chart above.

- **Communicate with Families**

Schools, districts, and/or transportation providers should provide clear, timely information to families to let them know what processes will be used to promote students' safety when they travel to and from school. To convey this information, schools should use multiple languages and multiple means of communication (e.g., mail, email, text messages, school website announcements, phone calls, etc.). In addition, DESE encourages schools and districts to institute a system to ensure that families can communicate transportation questions or concerns to the school.

Information provided to families regarding transportation may include:

- The conditions under which transportation will not be provided for students and why.
- How frequently buses and vans are cleaned and disinfected and types of products used.
- How infection control strategies will be implemented during transportation, including during boarding and disembarking.
- How physical distancing and hand hygiene practices, especially for students with disabilities who require significant assistance, will be maintained and implemented.
- How protective equipment for students, drivers, and bus monitors will be provided and used.
- How the transportation of sick, symptomatic, or exposed students will be addressed.

Additional Resource:

- [National Association for Pupil Transportation](#)

Sample Residential Schedules – Secondary Department

	MONDAY	TUESDAY	WEDNESDAY <i>*early release</i>	THURSDAY	FRIDAY
2-3	In Class	In Class	Adaptive activities	In Class	In Class
3-3:30	Group Activities / review evening schedule	Group Activities / review evening schedule	Group Activities	Group Activities/ Girls Group	Weekend planning / Leisure time/ time snacks
3:30-4					
4-4:30	Sports / Homework / Chorus / Exercise	Sports / Homework / Chorus/ Fitness	Sports / Homework / Chorus / Exercise	Sports / Homework / Chorus/ Fitness	Weekend review / Games/ movies night/ cooking club/ Sensory Activities
4:30-5					
5-5:30	Meal prep/ Dinner / Clean-up / ADLs	Meal prep/ Dinner / Clean-up / ADLs	Meal prep/ Dinner / Clean-up / ADLs	Meal prep/ Dinner / Clean-up / ADLs	Meal prep/ Dinner / Clean-up / ADLs
5:30-6					
6-6:30	Leisure Choices/ Cottage Meeting	Cottage Meeting / Prep for Swim / Pack / Swimming	Community Trips/outdoor activities/ Skill building	Cottage Meeting / Choices of Group Activities / Sensory Activities	Chores / Community outings / Shopping
6:30-7	Small Group Activities				
7-7:30	GCST / Skill Building Menu Planning / Homework/ chores Shopping	Menu planning / Skill Building / Homework Chores / Skill building	Recreation GYM/ GCST/ Chores / individual snack tray prep	Game Night/ Storytime Chores/ Social skills/ Menu planning	Individual snack tray / Skill building
7:30-8					Nighttime Routines / Meds / Bed
8-8:30					
8:30-9	Nighttime Routines / Meds / Bed	Nighttime Routines / Meds / Bed	Nighttime Routines / Meds / Bed	Nighttime Routines / Meds / Bed	
9-9:30					
	SATURDAY		SUNDAY		
7a-3p	Meds / Breakfast / Community Trips / Lunch / Clean up/ADLs /Leisure Activities		Meds / Breakfast / Community Trips / Lunch / Clean up/ADLs /Leisure Activities		
3p-10p	Schedules/Snack / Chores / Music or Sensory Activities / Dinner / Clean up/ ADLs / Community Trips / Nighttime Routines / Meds / Bed		Schedules/Snack / Chores / Music or Sensory Activities / Dinner / Clean up/ ADLs / Community Trips / Nighttime Routines / Meds / Bed		

Sample Residential Schedules – Deafblind Department

	MONDAY	TUESDAY	WEDNESDAY <i>*early release</i>	THURSDAY	FRIDAY
2-3	<i>Behavior Meetings</i>	<i>In-services</i>	<i>Student Cottage Meeting</i>	<i>Staff Cottage Meeting</i>	<i>Weekend Preparation</i>
3-3:30	Schedules / Snack	Schedules / Snack	Schedules / Snack	Schedules / Snack	Schedules / Snack / Relax
3:30-4	Chores	Group Activities/ Sign Practice	Chores	Group Activities/ Sign Practice	
4-4:30	Grousbeck Center / Recreation Classes	Music / Sensory Activities	Recreation Classes / Sports Teams or Sensory Activities / Chores	Leisure Choices	Small Group Activities / Sensory Activities
4:30-5		Chores		Sensory Activities	
5-5:30	Dinner / Clean-up / Brush Teeth	Dinner / Clean-up / Brush Teeth	Dinner / Clean-up / Brush Teeth	Dinner / Clean-up / Brush Teeth	Dinner / Clean-up / Brush Teeth
5:30-6					
6-6:30	Leisure Choices	Prep for Swim / Pack	Community Trips/outdoor activities	Chores	Leisure Choices
6:30-7	Small Group Activities	Swimming		Small Group Activities / Sensory Activities	Shopping Trips
7-7:30	Recreational Gym				
7:30-8					
8-8:30	Nighttime Routines / Meds / Bed	Nighttime Routines / Meds / Bed	Nighttime Routines / Meds / Bed	Packing for Home / Nighttime Routines / Meds / Bed	Nighttime Routines / Meds / Bed
8:30-9					
9-9:30					
	SATURDAY		SUNDAY		
7a-3p	Meds / Breakfast / Community Trips / Lunch / Leisure Activities		Meds / Breakfast / Community Trips / Lunch / Leisure Activities		
3p-10p	Schedules/Snack / Chores / Music or Sensory Activities / Dinner / Community Trips / Nighttime Routines / Meds / Bed		Schedules/Snack / Chores / Music or Sensory Activities / Dinner / Community Trips / Nighttime Routines / Meds / Bed		

Name: **3-day in person (M/T/W on-campus, Th-F remote)**

2020 – 2021 Early Learning Center/Lower School Department

	8:25- 8:55	8:55- 9:25	9:30- 10:00	10:05- 10:35 Snack in Class	10:40- 11:10	11:15- 11:45	11:50- 12:20	12:20- 1:20 Lunch/Recess	1:20- 1:50	1:55- 2:25	2:30- 3:00
Monday	ADLs	PT with PT Coops	Morning Meeting	Snack with Speech	Literacy Routine with Switches	Gym	ADLs and Floor Time (Includes Active Learning)		OM	Workshop	ADLs
Tuesday	ADLs	Workshop	Morning Meeting		Music TX	Speech	ADLs and Floor Time (Includes Active Learning)		PT/OT Co-treat		ADLs
Wednesday	Swim at 9:00 or CE				Literacy Routine with Switches	Music TX	ADLs and Floor Time (Includes Active Learning)		ADLs		
Thursday Remote	ADLs with Parent	PT via zoom	Morning Meeting		Individual Music via Zoom	Gym via Zoom	ADLs and Floor Time (Includes Active Learning)		Math Routine via Zoom	Technology via Zoom	ADLs with Parent
Friday Remote	ADLs with Parent	Math Routine via Zoom	Morning Meeting		Literacy Routine with Switches via Zoom	OT via Zoom	ADLs and Floor Time (Includes Active Learning)		Dance Party	Group activity via zoom	ADLs with Parent

	8:25- 8:55	8:55- 9:25	9:30- 10:00	10:05- 10:35 Snack in Class	10:40- 11:10	11:15- 11:45	11:50- 12:20	12:20- 1:20 Lunch/Recess	1:20- 1:50	1:55- 2:25	2:30- 3:00
Monday Remote	Morning Independent Work	OT via Zoom	TVI via Zoom	Group Meeting via Zoom	Science via Zoom with Class		Social Skills Group via Zoom		Gym via Zoom	Social Studies via Zoom With Class	
Tuesday Remote	Morning Independent Work	ELA via Zoom with Class	Art via Zoom	Group Meeting via Zoom	ELA Independent work	Math Via Zoom with Class	Math Independen t work		Braille with Mary Via Zoom	Group Meeting via Zoom	Chorus via Zoom
Wednesday Remote	Morning Independent Work	Piano Lesson via Zoom	Math via Zoom with Class	Group Meeting via Zoom	Technolo gy via Zoom	Swim/Gym at 11:30			Independ ent braille work		
Thursday	Morning Independent Work	Music in Grousbeck		Group Meeting	OT in teaching Kitchen	Piano Practice	Workshop		TVI	OM	Chorus Via Zoom
Friday	Morning Independent Work	Gym	Art	Group Meeting	Math with Class	OM			Dance Party	SMI in SMI 3	ELA with Class

Name: **3-day in person (M/T remote, W-F on-campus)** 2020 – 2021 Secondary Department

	1	2	Break	3	4	Lunch	5	6	7	3:05
	8:00 – 8:50	8:55 - 9:45	9:45 – 9:55	9:55 - 10:45	10:50 - 11:40	11:40 - 12:25	12:25 - 1:15	1:20 - 2:10	2:15 - 3:05	
M		APE (Clark)		Functional Academics (Poirier)			Reading (Fleming)	GOOGLE CLASSROOM INDEPENDENT WORK		
T	Functional Academics			Science (Preston)	Computer		H&PM (O'Brien)	GOOGLE CLASSROOM INDEPENDENT WORK		
W	Functional Academics	Functional Academics		PT OT (Wolfman)	PE (O'Connell Copp)		Q-Chord (Harris) Voice (O'Brien)	Science	EARLY RELEASE	
Th	Functional Academics			Reading PT	H&PM		Perk Pop-up /Vocational Experience (Poirier)		Speech (Burke) OT	
F	Community Experience (Poirier & Siff)			Functional Academics			PT	Computer (Ahern-Roth)	Work Activities	

Name: **Full-time Residential (M-F in-person)** 2020 – 2021 Secondary Department

	1	2	Break	3	4	Lunch	5	6	7	3:05
	8:00 – 8:50	8:55 - 9:45	9:45 – 9:55	9:55 - 10:45	10:50 - 11:40	11:40 - 12:25	12:25 - 1:15	1:20 - 2:10	2:15 - 3:05	
M	H&PM (KS Staff)	OT (Steinmetz)		Computer (Crohan)	Economics (LeBlanc)		Radio (Migliozzi)	Group Counseling (D'Ottavio)	Behavior Management (Wood)	
T	Adult Living (Carroll)	Human Resources/Vocational Experience (Job Coach)			Computer (Crohan)		PE (Clark)	Piano (Dumova)	Reading to LS students (McDermott)	
W	Voc. Planning (McDermott)	Health (Migliozzi)		Computer (Hawes)	Budgeting (Bayne)		OPEN Counseling (D'Ottavio)	Speech Group (McDonald)	EARLY RELEASE	
Th	Piano Practice Speech (McDonald)	Adult Living		Computer (Crohan)	Perk Cafe/Vocational Experience (McDermott)		Budgeting	Economics	H&PM (Carroll)	
F	Mobility (Vollemans)			PE	Health		Case Management (Potter)	Human Resources Job Placement (Job Coach)		

Name: **2-Day In-Person (M/T in-person, W-F remote)** 2020 – 2021 Secondary Program

	1	2	Break	3	4	Lunch	5	6	7	3:05
	8:00 – 8:50	8:55 - 9:45	9:45 – 9:55	9:55 - 10:45	10:50 - 11:40	11:40 - 12:25	12:25 - 1:15	1:20 - 2:10	2:15 - 3:05	
M	ELA (Fleming)	OT Counseling (Gerofsky)		Math (Sullivan)	Mobility (Roth)		H&PM (DeAraujo)	Speech (Tabaczynski)	Physics (Hosmer)	
T	Physics	H&PM		PE (O'Connell Copp)	Math		PT (McCall)	Radio (Migliozzi)	ELA	
W	Math	Google Classroom Independent Work			ELA		Health (Migliozzi)	Physics	EARLY RELEASE	
Th	Physics	Braille (Sullivan)		OT	PE		Music (Nickell)	ELA	Computer (Crohan)	
F	Math	Health		Speech Group (Tabaczynski)	Math		Group Counseling (Gerofsky)	Physics	PT	

Cohort A and B (day and residential)

PRE-SCHOOL AND EARLY ACADEMICS: Deafblind Program - Current Schedule

5-DAY WEEKLY SCHEDULE INCLUDING REMOTE LEARNING SCHEDULE FOR ALL DAY STUDENTS ON

WEDNESDAY using Google Classroom; RSPS will offer IEP based goals

Time: Students	8:45- 9:20	9:20- 9:55	9:55 10:30	10:30- 11:05	11:05 11:40	11:40-1:00 Lunch/ADL's Staff and Students	1:00- 1:35	1:35 2:10	2:10 2:45	2:45-3:00 Trans
Monday	Schedule	Reading	Morning Meeting	APE	Speech Audiology PT	Lunch	Music	Group Play	Math Reading	
Tuesday	Schedule	Reading Math	Morning Circles	Reading 1:1 OT	PT O & M	Lunch	Social Skills - Covid19 curriculum	Speech 1:1 Math 1:1	Sensory	
Wednesday (Alternating schedule: Music, Art or Video) Google classroom	Intro To Lessons/ Social Skills Covid Curr with families	Morning Meeting With Residential	Literacy and Reading In 1:1 And Small Group	Snack and Bathroom Break	Fine Motor (OT) Group With Cottage	Gross Motor APE Group	Lunch	Speech 1:1	Review Of The Day with Families	Early Release 2:00pm
Thursday	Schedule	Reading 1:1 Speech 1:1	Social skills - Covid19 curric.	Morning Circle	Motor Group	Lunch	Speech 1:1 OT 1:1 Math 1:1	Art group	APE Group	
Friday	Schedule	Speech Reading OT	Morning Circle	ELA Math	Music	Lunch	Social Clubs	Comm Switch Group OT	End of the week journal with families	
Staff Breaks:	Needed for PPE breaks and water breaks daily									

Cohort A and B (day and residential) FUNCTIONAL ACADEMICS:

Deafblind Program

5-DAY WEEKLY SCHEDULE INCLUDING REMOTE LEARNING SCHEDULE FOR ALL DAY STUDENTS on

WEDNESDAY using Google Classroom; RSPS will offer IEP based goals

Time: Students:	8:45-9:20	9:20-9:55	9:55-10:30	10:30-11:05	11:05-11:40	11:40-1:00 Lunch/ADL's Staff and Students		1:00-1:35	1:35-2:10	2:10-2:45	2:45-3:00 Trans
Monday	Schedule	PT 1:1 Speech 1:1	OT 1:1 Math	Braille/ ELA	APE group	Lunch		Group Reading	O & M 1:1 Computer 1:1 or group	Music group	
Tuesday	Schedule	Speech and Language	Social Group and Covid curr	OT 1:1 Math group	APE group	Lunch		PT 1:1	Literacy/ Reading 1:1 Small Group	O & M 1:1 Fine motor/ art group	
Wednesday (Alternating schedule: Music, Art or Video) Google classroom	Intro To Lessons/ Social Skills with families	Morning Meeting With Cottage Staff	Literacy Reading 1:1 and Small Group	Snack and Bathroom Break	Fine Motor (OT) 1:1 and Group With	Gross Motor APE Group	L U N C H	Language (Speech) 1:1 OT 1:1	Review Of The Day with families	Early Release 2:00pm	
Thursday	Schedule	Classroom Meeting	Art group	Speech 1:1 Reading group	OT 1:1 Math group	Lunch		PT 1:1 O & M 1:1	Braille 1:1 Computer group Lang choice making	Review the day with families	
Friday	Schedule	Literacy/ Reading 1:1 Small Group	Social Group and Covid Curr	Art group fine motor OT	Language (Speech) 1:1 PT 1:1	Lunch		Clubs social	ELA Computer Math group	Review the week with families	
Staff Breaks:	Needed for PPE breaks and water breaks daily										

Cohort A and B (day and residential) VOCATIONAL/FUNCTIONAL ACADEMICS: Deafblind Program

5-DAY WEEKLY SCHEDULE INCLUDING REMOTE LEARNING SCHEDULE FOR ALL DAY STUDENTS on

WEDNESDAY using Google Classroom

Community engagement will not happen in the community unless a student can follow PPE; a change in the schedule reflects campus vocational skills training vs. community; RSPS will offer IEP based goals

Time: Students:	8:45-9:20	9:20-9:55	9:55-10:30	10:30-11:05	11:05-11:40	11:40-1:00 Lunch/ ADLs Staff and Students	1:00-1:35	1:35-2:10	2:10-2:45	2:45-3:00 Trans
Monday	Schedule	OT 1:1 PT 1:1	Voc dog cookie work	Voc deliveries on campus/ Speech	Career Ed.	Lunch	Speech 1:1 Speech small group Math	Seat Weaving	Seat Weaving	
Tuesday	Schedule	Social Skills Covid Curr	Voc recycling on campus	Voc deliveries and O & M	Functional Math	Lunch	Functional ELA	Speech 1:1 O & M 1:1	Music	
Wednesday (Alternating schedule: Music, Art or Video) Google classroom	Intro To Lessons/ Social Skills with families	Morning Meeting With Cottage Staff	Literacy/ Reading In 1:1 And Small Group	Snack And Bathroom Break	Fine Motor (OT) Group With Cottage Staff	Lunch/ Gross Motor APE Group	Language (Speech) 1:1 Career Ed. Deliveries in building	Review Of The Day with families	Early Release 2:00pm	
Thursday	Schedule	Functional Math Functional ELA	PT 1:1 OT 1:1	APE small group	Voc deliveries/ speech on campus	Lunch	Bingo social/ reading/ math	Wood Working	Wood Working	
Friday	Schedule	Voc Work Prep	Voc Supply orders	Voc Packaging /OT	Voc Career Ed.	Lunch	Functional ELA Math	Voc Mail Delivery	Voc Mail Delivery	
Staff Breaks:	Needed for PPE breaks and water breaks daily									

Cohort D All Students are REMOTE: Some classes will be paired with peers who are In person

Time: Students:	8:45- 9:20	9:20- 9:55	9:55- 10:30	10:30- 11:05	11:05- 11:40	11:40-1:00 Lunch/ADLs Staff and Students	1:00- 1:35	1:35- 2:10	2:10- 2:45	2:45- 3:00
Monday	Check in Family	Sequence AM routines (reading)	Morning meeting with peers	Speech or OT	Reading	Break Leisure or Video/ You Tube	Math	Social with Peers	Job/ chores Voc	Review day
Tuesday	Check in Family	Sequence AM routines (reading)	Morning meeting with peers	Speech or OT	Reading	Break Leisure or Video/ You Tube	Math	Story time Peers	Job/ chores Voc	
Wed	Check in Family	Sequence AM routines (reading)	Morning meeting with peers	Speech or OT or PT	Reading	Break Leisure or Video/ You Tube	Math	Motor	Job/ chores Voc	
Thurs	Check in Family	Sequence AM routines (reading)	Morning meeting with peers	Speech or OT or PT	Reading	Break Leisure or Video/ You Tube	Math	Motor	Job/ chores Voc	
Friday	Check in Family	Sequence AM routines (reading)	Morning meeting with peers	Speech OT PT	Math	Break Leisure or Video/ You Tube	Reading	Motor	Job/ chores Voc	
Comments				pending schedule		will vary			pending IEP	

Perkins School for the Blind
Professional Development Plan
for the
2020-2021 School Year

As a result of the NEASC self-study (accreditation process), a comprehensive professional development (PD) committee was formed consisting of representatives of all campus programs. The committee represents the interest in facilitating collaboration within the campus programs. In addition, the NEASC self-study defined topics to be included in the planning.

Topics identified by NEASC

- Training on the critical components of the IEP for all team members (students, parents, teaching and residential staff)
- Training plan for residential staff
- Training plan for teaching assistants
- Collaborative process

In addition, there are additional topics that were addressed in the 2019-2020 school year that will continue to be a focus for the 20-21 school year.

Additional ongoing topics

- CVI
- Active Learning
- MA Curriculum Frameworks
- Mentor/Mentee Training
- Training/Support for Remote Learning

Goals of the Comprehensive Professional Development Committee

- Develop a campus-wide program of training in the foundations of working with children who are blind/visually impaired or deafblind to safeguard institutional knowledge
- Develop a campus-wide program of training related to consistent development and delivery of curriculum given our strong history and accumulation of curricular knowledge at Perkins
- Develop campus-wide professional development trainings that capitalize on and draw from the wealth of expertise on campus, openness to innovation, and creativity of educational programs staff
- Develop a campus-wide program of training that meets the standards established by DESE
- Develop multi-tier campus-wide professional development trainings that address the needs of new career, mid-career, and veteran-career staff
- Create and sustain a campus-wide professional development committee

The PD committee identified several subcommittee content areas to focus on in the upcoming year.

Subcommittee Work: On early release Wednesdays

- **Teacher as Manager:**

- **Outcomes**
 - Create a PD plan that focuses on the role of the teacher as a manager of the classroom and the critical priorities to promote the use of best practices for all of Campus Programs
 - Integrate the DESE required Mentor/Mentee program to meet DESE requirements and to provide a quality Mentee/Mentor program
 - Assure collaborative staff development that supports the inter-departmental work of teaching staff that focuses on students
 - Adopt collaborative strategies to maintain inter-departmental supports for teachers and other educational staff
- **Trainings to be scheduled**
 - Collaboration staff development that supports the inter-departmental work of teaching staff focused on student instruction
 - Teacher as Manager staff development that focuses on the critical priorities and best practices of classroom teacher
 - Strengthen the Mentor/Mentee program to meet DESE requirements to provide a quality program
 -
- **Teacher Assistant Training and Professional Development**
 - **Outcomes**
 - Create a more consistent and higher quality TA/CRL/ACRL system that will improve staff performance and professional development as well as increase job satisfaction, job retention, and preparedness
 - Outline a consistent approach and understanding of areas such as program expectations ensuring consistency within Educational Programs
 - Create an On The Job Training document and training plan that will assure consistency in PD & Training of all Teaching Assistants (residential and classroom)
 - Provide training for CRLs and ACRLs, and others on training strategies through a Train the Trainer curriculum
 - Review and make recommendations for the New Staff Orientation
 - **Trainings to be scheduled**
 - Develop and implement a Train the Trainer plan for all staff providing in-service training
 - Create a 'pilot' for the 20-21 school year with a focus on Lead TAs, CRLs, and ACRLs
- **Ed Program Continuity Team / Content Learning Communities**
 - **Outcomes**
 - These Content Learning Communities will encompass our Perkins mission statement of **Educate, Empower, Engage**. By creating these groups we hope to: **Educate** staff across campus and provide opportunities professional growth; **Empower** our staff to share their knowledge in the content area; and **Engage** them with other staff across programs. The goals of the Content Learning Communities are to unite efforts throughout educational programs, coordinate application of

curriculum, share ideas and materials, share the impact of technology within the content area, and to break down silos.

- In an effort to bring all programs together across campus, our sub-committee has created the following Content Learning Committees:
 - Literacy
 - Math
 - Social/Emotional Resources
 - Transition
 - Classroom Management
 - Unique Learning System

- **Trainings to be scheduled**
 - These subcommittees will meet monthly. Each subcommittee will establish its goals and objectives in the first meetings and then develop a plan for meeting topics for the year.

**Schedule for Professional Development
for the
2020-2021 School Year (Draft)**

Opening Week:

- General Overview of the Professional Development Plan for the school year – to be delivered as part of the Superintendent’s opening of school remarks – 15 minutes
- Remote Learning: Support, Strategies and Best Practices
 - 1. An overview of Zoom - Julie Wolfman - 1 hour
 - 2. A review of Google Classroom
 - 3. A presentation of "best practices" by various Perkins teachers (1.5 - 2 hours)

Early Release Wednesdays

Sept. 16	Parent Panel I / Etiology specific 2:15-4:00
Sept. 30	Education Continuity Subcommittee Meetings 2:15-4:00
Oct. 14	Parent Panel II / Etiology specific 2:15-4:00
Oct. 28	Education Continuity Subcommittee Meetings 2:15-4:00
Nov. 11	Professional Development: NEASC Recommended Area
Dec. 9	Department Meetings
Jan. 13	Professional Development: NEASC Recommended Area
Jan. 27	Professional Development: NEASC Recommended Area
Feb. 10	Professional Development: NEASC Recommended Area
Mar. 10	Professional Development: NEASC Recommended Area

Mar. 24	Professional Development: NEASC Recommended Area
Apr. 14	Professional Development: NEASC Recommended Area
May 12	Professional Development: NEASC Recommended Area
June 9	Professional Development: NEASC Recommended Area

Early Release Fridays – February 12 and April 16 - The committee will work with the educational programs to identify the specific content of these early release days

Topics:

- IEP
- Frameworks
- Active Learning

Tracking of Profession Development Activities

- The PD committee is in the process of developing a universal system for collecting information regarding each staff member’s professional development activities so that there is one “go to” place for staff and administrators to locate that information.

Sample outdoor maps illustrating the drop off and pick up areas, staff and student entrances and exits along with social distancing demarcations.

Hilton Building



Lower School Building

