

Hillcrest Academy Comprehensive Reopening Plan



Submitted to DESE on 8/11/2020

Letter from the Executive Director:

Dear Hillcrest Educational Centers Community,

The COVID-19 global pandemic has undoubtedly presented our students, their families, staff and the Hillcrest Community with a number of unprecedented challenges. While the three HEC residential campuses have continued to fully operate throughout the pandemic, the Hillcrest Academy was forced to close due to a mandate set forth by the Governor of Massachusetts. It is well understood that this necessary, yet unexpected closure has presented students, their families and staff with many challenges. During this time, the dedication of Hillcrest Academy staff, students and their families has certainly not gone unnoticed.

In June, HEC leadership was tasked with the responsibility of determining the feasibility of re-opening the Hillcrest Academy for summer programming for a portion of students. After careful assessment, discussion and planning, it was decided that students in our ASD (Autism Spectrum Disorder) program would be invited to return to the school as of August 3rd for in-person learning. These students were chosen for the initial phase of in-person learning because it was determined that due to disability-related needs, they have the most difficulty engaging in remote learning. While planning for this small-scale summer reopening, the Hillcrest Academy Reopening Task Force continued to work on developing a plan for the fall reopening. This process included the development of three potential reopening plans: a full in-person model, a hybrid model and a full remote model.

After careful consideration, a *phased-in hybrid approach* will be in place for re-opening in September of 2020. This approach will provide us with maximum flexibility to allow time to analyze the COVID-19 protocols that have been developed, while ensuring that students are receiving a safe, robust and high quality education. As the phased-in approach to reopening progresses, the Hillcrest Academy Reopening Task Force will rely on science and data to make informed decisions regarding the progression to a full in-person model. We are aware that DESE guidance may change and we are prepared to shift as needed. Additionally, the Hillcrest Academy is prepared to pivot to each of these three models as circumstances dictate. The attached document "HA Comprehensive Fall Reopening Plan" is considered to be a living document. The COVID-19 related protocols may change as new information emerges.

Thank you for your continued commitment and involvement. Although much uncertainty remains, this plan will be a framework from which we will continue to work toward providing the most valuable educational experience in the safest manner possible for all students.

Stay well,



Shaun Cusson

Executive Summary:

Hillcrest Educational Centers operates three residential programs (ASD Residential Program, Brookside-ITU and HighPoint) and one therapeutic day school (Hillcrest Academy). Due to the nature of our residential programs, the three residential schools have continued to operate with various additional health and safety protocols throughout the COVID-19 pandemic. The Hillcrest Academy closed on March 17, 2020, based on mandates from the Governor of Massachusetts, Charlie Baker. Following closure, we engaged Hillcrest Academy students using remote learning practices while continuing school closure operations. This included a variety of synchronous and asynchronous learning/educational activities, related service delivery (clinical, speech, OT, etc) via remote services and a variety of enrichment activities (i.e. club activities via zoom).

On June 4, 2020, the Massachusetts Department of Elementary and Secondary Education released the Initial Summer School Reopening Guidance. This guidance indicated that schools in Massachusetts would be allowed to reopen as of July 6th, in a limited capacity (up to 25% of student capacity) if they are able to meet the health and safety guidelines set forth by the state in an upcoming document (the Comprehensive Summer Guidance). As such, a Hillcrest Academy Reopening Task Force was created, including various agency stakeholders, to begin to plan for and prepare for re-opening of the day program. The initial planning phase focused primarily on the best options for a small-scale, summer re-opening. It was determined that the students in the three Applied Behavior Analysis (ABA) classrooms would be prioritized to attend in-person learning, as they demonstrated the most difficulty attending to and benefitting from virtual instruction. Through the planning process, a number of protocols were developed to enhance the safety of students and staff returning to the Hillcrest Academy, while mitigating the risk of COVID-19 transmission. Mass DESE published the Comprehensive Summer Guidance on July 2nd. The HA Reopening Task Force was able to procure the appropriate Safety Equipment/PPE, finalize protocols related to health and safety, communicate with families and confirm a summer program reopening date of 8/3/2020 (for those students in the ABA Classrooms). Students in the psycho-educational classes continued with distance learning for the duration of the summer program.

On June 25th, 2020, the Department of Elementary and Secondary Education (DESE) released initial guidance for school reopening that prioritizes getting students and staff **safely** back to school in person, following a comprehensive set of health and safety requirements. Through this guidance, DESE required schools to create a plan that includes three models: 1.) in-person learning with new safety requirements; 2.) a hybrid of in-person and remote learning; and 3.) remote learning. As such, the Hillcrest Academy reopening task force added to its

agenda discussion and planning regarding the reopening of in-person learning for all Hillcrest Academy students, to begin in September. A Preliminary Reopening Plan Summary was submitted to DESE on July 31st, 2020. General feedback from DESE on the preliminary reopening plans submitted was received on August 7, 2020.

This document provides information regarding the reopening of the Hillcrest Academy. It is divided into the following sections:

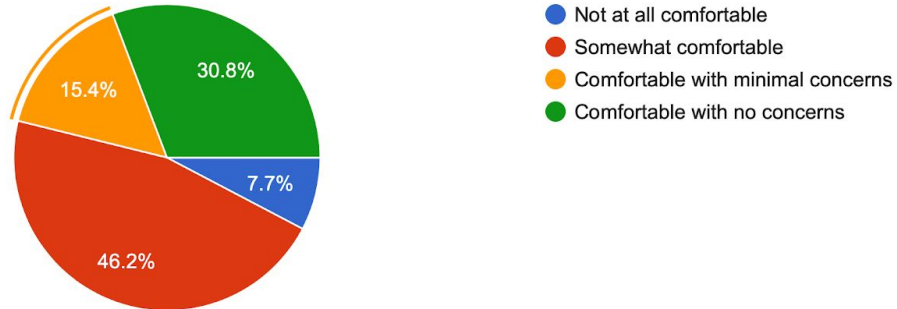
- **Summary of Scenario Planning** describes the results of the feasibility study and data used in decision making.
- **Options for Hillcrest Academy families** describes in general terms the three possible models for school-based teaching and learning: the in-person model, the hybrid model and the all-remote model.
- **The Reopening Risk Reduction Plan** is a working document that specifies what precautions need to be in place to reduce the risk of exposure and spread of COVID-19.
- **The Out of School Time Plan** includes information about additional supports, instruction or services the school will provide to students: (a) before and after school, (b) through 21st Century Learning, if applicable and (c) on the weekends.
- **Student Supports and Professional Learning** includes information on the following (a) safety, wellness and social emotional supports, (b) planning and instruction, (c) assessment, (d) intervention (e) a school calendar with start date and PD days prior to opening.
- **Other** includes information related to transportation and ongoing development of a mask-wearing culture.
- **Certification of Health and Safety Requirements** includes a statement that indicates that the school is able to meet the final health and safety requirements issued by DESE.
- **Appendices**

Summary of Scenario Planning:

The Hillcrest Academy Reopening Taskforce utilized information and data from a variety of sources to guide decision making regarding potential reopening scenarios. This included an end of the year family survey, a workforce survey and analysis of physical space/limitations of the school building.

An end of the year family survey was conducted to gain insight into families' experiences during the extended school closure, their concern regarding the pandemic and preferences for a return to school. Parents were asked how comfortable they would be having their child return to school in the Fall. Forty-six percent of the respondents indicated that they would be comfortable with either minimal or no concerns. Eight percent of respondents indicated that they would not be comfortable at all. (See graph below).

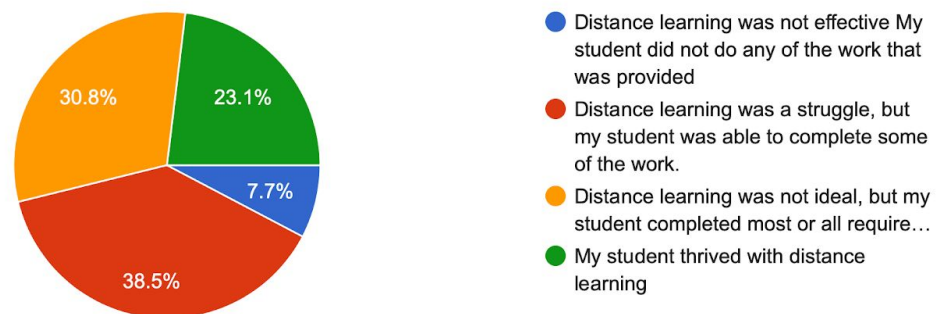
If public health officials and Mass DESE (Department of Elementary and Secondary Education) declare it safe to allow in-person instruction how comfortable would you be having your student return to school this fall?
 13 responses



Parents were also asked their preference for a schedule, should a full return to in-person learning be infeasible. Fifty-eight percent of respondents indicated that they preferred “No alternate schedule: We prefer a full return to in-person learning”. Seventeen percent of respondents indicated that they would prefer a full remote model.

Parents were also asked how their child adapted to distance learning. Twenty-three percent of respondents indicated that their child “thrived with distance learning”. Thirty-one percent of respondents indicated that “Distance learning was not ideal, but my student completed most or all of the required assignments”. Thirty-nine percent of respondents indicated that “distance learning was a struggle, but my student was able to complete some of the work”. Finally, eight percent of respondents indicated that “Distance learning was not effective. My student did not do any of the work that was provided. (See graph below).

How did your child adapt to distance learning?
 13 responses



Parents were asked what their student's greatest challenges were with distance learning. Thirty-six percent of respondents indicated that there were no challenges experienced. Forty-three percent of respondents indicated that they had challenges meeting their child's social-emotional needs as well as their student struggling with the lack of interaction with peers.

Finally, parents were asked what their work and child care situation would be in September. Forty-three percent of respondents indicated that they would be stay at home parents. Twenty-nine percent indicated that they would be employed and working at a job site. Fourteen percent indicated that they would be employed and working as an essential worker. Seven percent indicated that they would be employed and working from home. Seven percent indicated that they were uncertain about their work and child care situation.

A workforce study was conducted to gain insight into the level of comfort that Hillcrest Academy employees had with a return to work, should a full in-person or hybrid model be chosen. Additionally, staff were asked if child care would be an obstacle for a return to work should public schools in the area choose a full remote or hybrid model of reopening. The majority of staff reported a willingness to return to work in September, with no issues with child care should public schools reopen with either a full remote or hybrid model. Therefore, the results of the study indicated that appropriate staff ratios could be met for a student census up to 60 students. This includes the following: administrative staff, teaching staff, teacher assistants and direct care staff, nursing staff, clerical staff, related service providers and an increased number of housekeeping/custodial staff.

Finally, a feasibility study related to the physical plant and operations was conducted. This included a review of the following: preparation of physical spaces in the school building, potential for required modifications to facilities and building systems and operational protocols.

Preparation of Physical Spaces in the School Building: DESE has reduced its distancing requirements from 6 feet to 3 feet for students and staff. However, the CDC has indicated that "close contact" with respect to health parameters is less than 6 feet of distancing for a period of more than 15 minutes. Given the nature of the students that attend the Hillcrest Academy and anticipated difficulties with students' ability to tolerate mask wearing for extended periods of time, the HA Reopening Task Force determined that a goal of 6 feet of physical distancing is needed to create a healthier work/school environment.

Student Learning Spaces: The nine classrooms that are used for Hillcrest Academy students average an available square footage of 840 square feet. Based on this calculation, psycho-educational classrooms could effectively accommodate a total of 8 students and 4 staff, with a social distance of 6 feet. The ABA classrooms could effectively accommodate a total of 6 students and 7 staff, with a social distance of 6 feet. Additionally, there are an additional six classrooms that could be used, if necessary, as the students in the ASD residential program will continue to attend school at the residence (until it is determined that they can safely return to the school building).

Potential Layout for ABA Classroom:



Socially-Distanced Classroom Layout and Capacity

CANNONDESIGN

Specific Room Dimensions

29' x 27' (783 sf)

Parameters:

Enter length (ft):

29

Enter width (ft):

27

Personal Space Diameter (ft)

2

Social Distance (ft)

6

Subtract unusable feet from length and width (doorways, fixtures)

1.5

Subtract spaces for teacher desk

7

Subtract add'l spaces for teaching wall

1

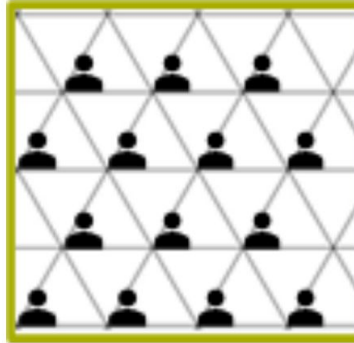
Optimized Spacing

4x4/3 isometric grid (@ 8')

14 seats
- 8 teacher space/s

= 6 student capacity

Specific locations of doorways, fixed furniture and equipment may affect layout and capacity.



27' less 1.5'

29' less 1.5'

Copyright CannonDesign, 2020.
Credit to Emerson Mills, 10th grader and Fletcher Mills, 8th grader for checking geometric assumptions. Credit to Ari Rosner, Caltech junior for inspiration on isometric modeling.

Potential Layout of Psycho-educational Classroom:



Socially-Distanced Classroom Layout and Capacity

CANNONDESIGN

Specific Room Dimensions

27' x 27' (729 sf)

Parameters:

Enter length (ft):

27

Enter width (ft):

27

Personal Space Diameter (ft)

2

Social Distance (ft)

6

Subtract unusable feet from length and width (doorways, fixtures)

2

Subtract spaces for teacher desk

3

Subtract add'l spaces for teaching wall

1

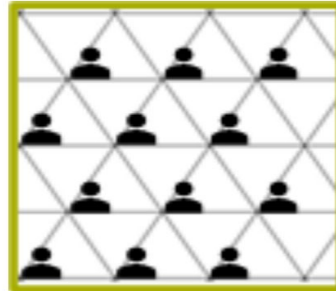
Optimized Spacing

4x3/3 isometric grid (@ 8')

12 seats
- 4 teacher space/s

= 8 student capacity

Specific locations of doorways, fixed furniture and equipment may affect layout and capacity.



27' less 2'

27' less 2'

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Credit to Emerson Mills, 10th grader and Fletcher Mills, 8th grader for checking geometric assumptions. Credit to Ari Rosner, Caltech junior for inspiration on isometric modeling.

Staff Office Spaces: Analysis of office space indicated that offices could effectively be limited to two staff members per office, if alternative spaces (i.e. art room, library) are temporarily used for office space.

Infirmary: An infirmary could be created (Room 121), which has its own entrance/exit and bathroom space. This space is separate from the nursing station and would be used for students who fall ill during the school day.

Photo of Infirmary:



Mask Break Spaces: Under ideal conditions, mask breaks would take place periodically outdoors (weather permitting). When this is not possible, mask breaks will take place in the Multi-purpose Room, with a maximum of two students permitted at a time. Students and staff will be required to maintain a social distance of at least 6 feet at all times.

Student Eating Areas: Students will not be allowed to eat breakfast or lunch in the Multi-purpose Room. Additional picnic tables have been purchased so students can eat lunch outside, weather permitting. When students are unable to eat outside, they will eat meals in their classrooms. Additional support services staffing will be required to deliver meals to classrooms to limit the potential for students to be exposed to students from other classes in the lunch line.

Staff Break Areas: To ensure that staff have adequate space to take breaks, while limiting the staff break rooms to 2 people at a time, a second staff break room will need to be created. There is potential to change Room 116 (currently used as a storage space) into a second staff break area.

Entry and Exit Points: The school building has five entry and exit points that could be utilized for students. In an effort to ensure that all students provide school staff with a signed daily attestation form before entering the building, students will enter through one entrance (main entrance, east side of building). To expedite the dismissal of students, while reducing the potential for students to come into contact with students from other classes, students will use the exit doors on the north side of the building as well as the main entrance at dismissal time.

All staff and visitors will enter through the main entrance to ensure that they have been screened prior to entering the building.

Potential for required modifications to facilities and building systems: Members of the Environment of Care Committee (EOC) conducted an assessment of the current facility and building systems, to ensure that recommendations from DESE, Mass DPH and the CDC are adhered to.

Handwashing and Hand Sanitizing Systems: It was determined that there is an adequate number of handwashing sinks available throughout the facility, as each classroom, bathroom and staff lounge have hand washing sinks. Due to lack of availability to procure alcohol-based hand sanitizer for the current wall mounted hand sanitizer dispensers, it was determined that new hand sanitizing dispensers would need to be purchased. A total of 34 wall-mounted, touchless alcohol-based hand sanitizer dispensers were purchased and mounted throughout the building, to ensure that staff and students have access to alcohol-based hand sanitizer throughout the day.

Ventilation and HVAC Systems: The Hillcrest Academy Facilities Manager consulted with the owner of Berkshire Mechanical Operations to ensure that the HVAC system is set up to ensure maximum intake of fresh air. The settings for each classroom are set as follows: the fan is on continuously, CO2 set point is 800 PPM and outside air minimum position is 15%. Each classroom has its own HVAC unit, which will ensure that air is not recirculated throughout the building, reducing widespread risk of COVID-19 transmission should an individual with COVID-19 be present in the school building. Additionally, air filters will continue to be replaced on a regular basis.

Water Fountains: There are five water fountains located within the school building. The facilities manager purchased and installed a locking mechanism on each water fountain to ensure that the water fountains cannot be used for direct consumption.

Hallways: The main hallways in the building are 9 feet wide. Hallways will be marked to encourage students and staff to travel on the right side of the hallway. Well marked lines on the floor will be posted, to encourage physical distancing and indicate direction of travel. Additionally, to avoid congestion in the hallways, classroom staff will communicate with the shift supervisors via walkie talkie before bringing any students to the hallway.

Photos of Hallway Travel Reminders:



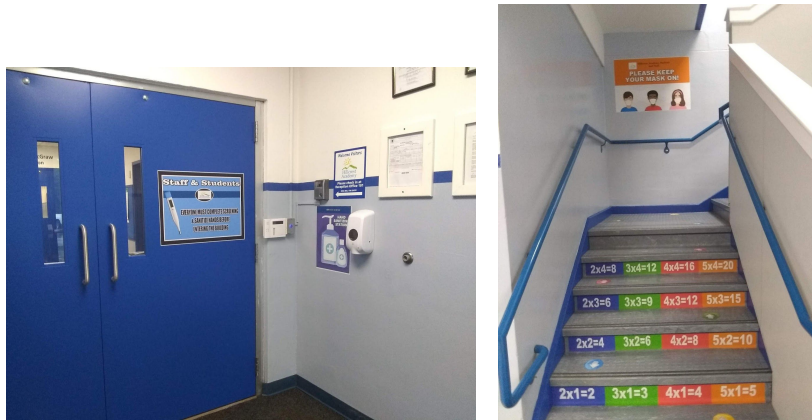
Bathrooms: An assessment indicated that there are no necessary changes to bathroom usage for students in the psycho-educational classes, as only one student is allowed in the multi-stall bathroom under typical circumstances. For students in the ABA classes, changes will need to be made to ensure that only one student uses the multi-stall bathrooms at a time. This will ensure that students and staff who are assisting students with toileting are able to maintain an appropriate social distance.

Signage: Before reopening, a variety of clear and age appropriate signage will be posted throughout the school building, reminding students and staff to follow proper health and safety protocols. This will include the following:

- By handwashing and hand sanitizing stations, to remind individuals of the proper way to clean and sanitize hands.
- In bathrooms, to remind individuals to properly clean and sanitize hands.
- By entry/exits, to remind students and staff to wear masks, maintain physical distance and be screened before entering the building.
- By mask break areas, to remind individuals to maintain 6 feet of physical distance and to follow correct mask removal procedures.
- In classrooms, to remind individuals of physical distancing, reduce sharing of items and to keep masks on properly.
- Around playgrounds, to encourage physical distancing while outside and to clearly indicate which playground equipment is off-limits for use.
- In hallways, to encourage physical distancing and indicate direction of travel.

- Next to frequently shared equipment, to remind students and staff to wipe down frequently shared equipment and use sanitizer after touching equipment.

Photos of sample signage:



Operations Protocols:

School Cleaning and Disinfecting: Although it is not the main way the virus spreads, it may be possible for an individual to get COVID-19 by touching an object that is contaminated and then touching their own mouth, nose or possibly eyes. As such, the feasibility of increasing cleaning and disinfection of the school building (including furniture, commonly touched areas, etc) was evaluated. It was determined that additional housekeeping staff would be required to ensure that proper cleaning and disinfecting occur on a regular basis. Additionally, teacher assistants will be required to perform some of the required cleaning and disinfecting duties throughout the day. These staff members will require additional training to ensure that cleaning and disinfecting is completed appropriately. To ensure that the appropriate EPA-approved chemicals are readily available to staff, but unable to be accessed by students, additional locked storage cabinets are required.

Food Service Operations: Analysis has shown that meal preparation can be completed with the staffing that is present under typical circumstances. However, additional support will be required to deliver meals to the students and staff in the classrooms. Additionally, lunches will be served in to-go style packaging, which will allow for an easier delivery to classrooms.

Transportation: Under typical circumstances, Hillcrest Educational Centers (HEC) contracts with school districts to provide specialized transportation to students that attend the Hillcrest Academy. A thorough analysis of the feasibility to continue to provide transportation, utilizing related resources currently available to HEC, was conducted. It was determined that providing transportation during the COVID-19 pandemic is not feasible at this time. The limits set upon 7D transports (weight limit) impede our ability to provide the appropriate level of social distancing, while maintaining safety.

Options for Hillcrest Academy Families:

In order to safely and competently open the Hillcrest Academy for learning on September 2, 2020, a phased-in approach has been developed by the Hillcrest Academy Reopening Task Force. This approach will provide us with maximum flexibility to allow time to analyze the COVID-19 protocols that have been developed, while ensuring that students are receiving a safe, robust and high quality education. As the phased-in approach to reopening progresses, the Hillcrest Academy Reopening Task Force will rely on data to make informed decisions regarding the progression to a full in-person model. Based upon available data as of early August 2020, the decision has been made to return to school in September utilizing a hybrid model. However, per DESE requirements, three plans have been developed (Full Remote, Hybrid and Full In-person with precautions). As circumstances dictate, the Hillcrest Academy is prepared to pivot to each of the three models.

For the Fall of 2020, students at the Hillcrest Academy will be grouped into three cohorts:

Cohort A: Based on data collected throughout the school closure (March 17th to date), it has been determined that the students in the three ABA classrooms experienced the most difficulty with distance learning and benefited the least. Each of these students requires 1:1 assistance for the duration of the school day, a high level of related services (Speech, OT, PT) and individualized instruction and support. These students have had the most difficulty engaging with the online/distance learning platform. Therefore, these students have been prioritized for in-person learning at the Hillcrest Academy. These students were included in the initial phase of in-person learning during the 2020 Summer Program. Students in Cohort A will continue to attend school, in-person on a daily basis.

Cohorts B + C: Students in the psycho-educational classes will be divided into half and will attend in-person schooling for 2 days each week (either Monday and Tuesday *or* Thursday and Friday). Remote learning will be provided to students in this cohort on the days that they are not in school for in-person learning.

Cohort D: This cohort will include students and families who specifically select a wholly remote learning experience. Instruction and services for these students will include a regular and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, offered synchronously or asynchronously.

We recognize the difficulties that students and families face with remote learning and also recognize the risks associated with bringing students back to in-person learning during the COVID-19 pandemic. As such, the Hillcrest Academy Reopening Task Force will continue to use data and science to dictate the progression from a hybrid model of learning to a full, 100% in-person learning model. It is also understood that circumstances may dictate a need to return to a full remote model of learning.

Full In-Person Plan

Should circumstances dictate, the Hillcrest Academy will reopen for full-time in-person learning with a variety of modifications and embedded precautions to the school building and programming. These modifications and precautions will be put into place to reduce the risk of COVID-19 transmission among staff and students. For students whose families decided that in-person learning is not feasible due to medical concerns or any other reason, those students would be allowed to participate in remote learning.

To maintain a minimum of 6-feet of space for each staff and student, the psycho-educational classes would be limited to a total of 8 students and 4 staff members. The ABA classes would be limited to a total of 6 students and 7 staff members. Students would be cohorted throughout the day, with all core content and specials (with the exception of physical education classes) being conducted in the classroom. Physical education classes will be held outside, weather permitting. Additionally, recess and mask breaks will be held outside, weather permitting, or in the Multi-purpose room. Breakfast and lunch will be delivered to the students in their classrooms. Students will be permitted to eat in their assigned classrooms or outside, weather permitting.

Additional housekeeping/custodial staff have been added to the department. This will allow for increased cleaning and disinfecting throughout the school day, as well as a deep cleaning and disinfecting each evening. Teacher Assistants will be given additional housekeeping responsibilities throughout the day to ensure that risk of indirect exposure is minimized.

Arrival will take place on a staggered schedule. This staggered schedule will ensure that students do not gather at the entryway to the building, allows for visual screening of students for illness and verification that the daily parent attestation has been signed.

All staff members will be required to wear masks throughout the school day. Students will also be required to wear masks. However, it is hypothesized that some students in the ABA classes may have difficulty tolerating masks, due to sensory issues. Staff members working with students who are unable to tolerate masks will be required to wear N95 masks when working with those students. Additionally, programming has been developed to support students in tolerating wearing masks. Staff will receive extensive training on topics related to limiting exposure to and transmission of COVID-19. (See **Appendix A: “Staff Training Topics”**).

Hybrid Learning Model:

Should circumstances dictate, a hybrid learning model will be employed. In this model, students in the ABA classes (Cohort A) will participate in 5 days each week of in-person learning, as they have been determined to be the most vulnerable students enrolled at the Hillcrest Academy. Students in the psychoeducational classes will be divided into two cohorts (Cohorts B and C) for each class, so each class will have no more than 4 students in class each day.

Cohort D will remain fully remote, based upon parent request and will follow the fully remote schedule. Additionally, students in the psychoeducational classes will participate in two days each week of in-person learning (either Monday/Tuesday or Thursday/Friday) and three days each week of distance learning. If public health data remains favorable during the Hybrid Learning Model, and phased system to allow for more in-person instruction may be implemented. In this phased approach, the hybrid cohorts would gradually transition into a Phase 2 schedule that would alternate between a 3 day and a 2 day in-person week (**See Hybrid Phase 2 Sample Schedule** in appendix B). Another potential phase (**See Hybrid phase 3 sample schedule** in Appendix B) would have 1 day per week where both cohorts of hybrid students attend school. The Hillcrest Reopening task force will utilize public health information as well as information gathered during the in-person portion of the summer program and hybrid learning to determine if moving to a different phase of hybrid learning is appropriate. This will allow for well over the suggested 6 feet of social distance per person, at all times. All of the protocols related to facilities changes and programming changes under the in-person learning model will be employed while students are in the building. Under this model, there will be a staggered arrival and dismissal schedule. This staggered schedule will ensure that students do not gather at the entryway to the building, allows for visual screening of students for illness and verification that the daily parent attestation has been signed and returned.

The three days of distance learning will include a variety of synchronous and asynchronous learning activities. These activities will be facilitated by a combination of the students' assigned special education teacher, related service providers and teacher assistants. Since most students at Hillcrest Academy have Social/Emotional and/or Behavioral IEP goals, social emotional learning will be supported by offering Dialectical Behavioral Therapy (DBT) and Skills for Life (SFL) group therapy sessions on one day the student is present in the building for in-person learning and one day remotely. On their assigned remote learning days, students will be scheduled to participate via Google meet in scheduled synchronous morning check-ins and afternoon check-outs. Skills, knowledge, concepts and content will be introduced during in-person sessions and practice and reinforcement will be emphasized on the remote learning days. Teachers will also have scheduled availability to support remote students during the middle portion of the day via Zoom, Google Meet, email, or phone call. (**See Appendix B: Sample Classroom Schedules**)

Fully Remote Learning

Should circumstances dictate the need, a remote learning model will be employed for all students. In a remote learning environment, students will receive all instruction off-campus through a combination of physical and digital resources. Instruction will be delivered 5 days per week, 6 hours per day. Google Classroom will be the online platform for delivery of virtual instruction for all classrooms, with occasional materials delivered via mail. All teachers for remote learning would remain assigned to their in-person classes for the duration of the remote learning period. For students that do not have devices, Hillcrest will loan a Chromebook or similar device to students, and for those with limited or no internet access, Hillcrest Academy

will work with the students' school district to ensure internet access. For a limited number of students, paper packets can be provided via mail, and support can be offered over the telephone, but for the vast majority of students, content and instruction will be delivered online. Hillcrest Academy teachers have the ability to deliver all core academic instruction online as well as specials (PE, and Art) and the Hillcrest Academy has chromebooks available to lend to students. Teachers will deliver both synchronous and asynchronous standards-based activities through the use of the following evidence-based, educational software platforms: Nearpod, IXL, Lexia, NewsELA, Readtopia, iCivics, PBS Learning Media, and other websites. Teachers will also deliver direct instruction via Google Meets or recorded video lessons. Hillcrest Academy faculty have received professional development on several of these platforms and will utilize them to deliver standards-based academic instruction. Students will receive daily instruction and activities delivered at their appropriate levels based upon their Individualized Education Programs and grade levels in the following subject areas: Math, Science, English Language Arts, Social Studies, Art, Physical Education, and Health. Social Emotional Learning will be supported by required attendance to morning meetings and afternoon checkouts. Teachers and clinicians will be available to support students throughout the entire school day for academic, social/emotional, or behavioral support via a phone call, email, or through the use of Google Meet, which is embedded in each classroom. Students in the 6 psycho-educational classrooms would receive DBT and Skills for Life therapeutic group sessions instructed by a Master's Level clinician which will be virtually conducted twice per week for 45 minutes per group, while students in the 3 ABA classrooms will receive support and instruction from the BCBA, classroom teachers, teacher assistants and RBTs. Additional related services (OT/PT/Speech Therapy/BCBA Services) prescribed by the students' IEPs will be delivered through video conferencing (Zoom/Google Meet) to deliver instruction and support students and parents. Weekly schedules outlining the daily activities during specified times will be provided to students prior to the start of each week. For students with the greatest challenges to participating in remote learning, the focus of remote learning would be to offer support to parents to assist them in implementing programming at home that aligns with what is delivered during in-person instruction. Teachers will give daily phone, email, or videoconference updates to parents to inform them of student participation, performance, and behavior. Attendance and participation would be required and recorded daily by the classroom teacher, and grading would be based upon a variety of factors including task performance, participation, effort, and conduct during remote learning sessions. Task performance grades will be tracked in the Google classrooms, and effort and conduct will be based upon teacher observation. Grading will not be pass/fail as it was in Spring 2020, but will be aligned with Hillcrest's standard grading policy. In addition to students receiving number grades in academic subjects, IEP progress reports will be included in students' quarterly report cards.

The Reopening Risk Reduction Plan: Drawing on experience from the HEC residential campuses, which have continued to operate throughout the pandemic, guidance from the CDC, Mass DPH and Mass DESE, a number of protocols have been developed to ensure that risk of COVID-19 transmission is mitigated for students and staff at the Hillcrest Academy. A brief

summary of each protocol is described below. The full protocols are included in the appendix of this document:

Preventative Measures to Mitigate the Risk of COVID-19 Transmission: This protocol details the specific measures to mitigate the risk of COVID-19 transmission. This includes the policy and protocol related to mask-wearing for students and staff. (See Appendix C)

Building Restrictions Due to COVID-19: This protocol details the various restrictions that have been put into place to limit the interactions of students from different classrooms. Additionally, this protocol discusses the importance of social distancing and how this can be achieved. (See Appendix D)

Arrival/Dismissal Routine: This protocol outlines the specifics of the student arrival and dismissal procedures, which are designed to limit interactions of students from different classrooms. (See Appendix E)

Daily Screening Process: This protocol details the process of screening students, staff and visitors to mitigate the risk of COVID-19 transmission within the school building. (See Appendix F)

Toileting Protocol: This protocol details the process and safety procedures that have been put into place for those students who require assistance with toileting. (See Appendix G)

Student Transition Protocol: This protocol details the protocols that have been put into place to reduce the number of interactions that students have with students from other classes. (See Appendix H)

Education/Training Protocol: This protocol details the process for training staff on the updated COVID-19 protocols. It also details the process for educating students on topics related to COVID-19. (See Appendix I)

Hygiene and Health Practices: This protocol details the additional supports related to hygiene and health practices that will be put into place to mitigate the risk of COVID-19 transmission. (See Appendix J)

Parent Attestation: This protocol details the protocol regarding the daily parent attestation form that parents need to complete on a daily basis. (See Appendix K)

PPE/Safety Equipment Management: This protocol details the process of obtaining and retaining an appropriate amount of Personal Protective Equipment and Safety Equipment. (See Appendix L)

Social Distancing Protocol: This protocol details the specific expectations for students and staff related to maintaining a social distance of 6 feet from one another, whenever possible. (See Appendix M)

Physical Intervention and Restraint Protocol: This protocol details the specific protocols that have been put into place to ensure that risk of COVID-19 transmission is mitigated in the event that a student requires a physical intervention. (See Appendix N)

Nursing Related Protocols: This protocol details the specific practices put into place to protect nursing staff from the risk of COVID-19 exposure, while ensuring that students' receive high-quality nursing care. (See Appendix O)

Protocol to Manage Exposures: This protocol details the specific practice that will be put into place, should it be known that an individual who tested positive for COVID-19 has been present in the building. It also includes specific protocols for managing individuals who present with COVID-19 symptoms during the school day. (See Appendix P)

Student Absences/Illness Policy: This document details the specific protocol that has been put into place to manage student absences and illnesses. (See Appendix Q)

Out-of-school time plan: As an approved, private special education school, the Hillcrest Academy does not provide any additional before or after school programming for students, under typical circumstances. Additionally, under typical circumstances, the Hillcrest Academy does not provide any programming for students on the weekends.

Student supports and professional learning:

- a. *Safety, wellness and social emotional supports:* Supporting the social and emotional well-being of our students, their families and our staff is one of the most urgent concerns facing our schools as we prepare to transition back to and re-engage in an academic setting. Throughout the school closure, both a parent support group/consultation and a clinical support group for students have been offered to students and their families. Without a doubt, the COVID-19 pandemic has affected students as they have been exposed to sudden and unexpected life changes. The impact on some students' mental health, along with their emotional and behavioral development needs, requires special attention. Upon re-entry into in-person learning, there will be a strong emphasis placed on assessment of mental health and social-emotional well-being. For students in the psycho-educational classes, our school clinician will meet with each student individually to assess their current mental health status. Additionally, there will be a strong emphasis on social-emotional learning during psycho-educational groups that are provided to all students in psycho-educational classes. The clinician will also connect with each student's family to gain insight into any particular mental-health concerns parents may have regarding their child.

- b. *Planning and instruction:* Throughout the school closure, teachers have continued to engage in structured professional development. This includes formal training related to instructional tools that are available to students to support both in-person and remote-learning models. Additionally, teachers have been provided with regular, individualized supervision to support their instruction practices. Teachers will be provided with additional planning time before the return of school to ensure that they are able to adequately plan and prepare for the start of the school year.
- c. *Assessment:* While students have been provided with academic work and support from teachers during the closure, it is unknown what, if any, impact the extended school closure has had on students' academic progress. As such, time will be devoted to completing a variety of academic assessments on each student during the month of September. This will include the following: Curriculum Based Assessment, Scantron Assessment and Summative Assessment. Formative assessments will be periodically continued throughout the school year to monitor students' progress. Adjustments to the curriculum will be made, if necessary, to ensure that students are being provided with appropriate academic material.
- d. *Intervention:* Assessment data for each student will be carefully reviewed by the special education teachers in conjunction with the Assistant Program Director. If it is determined that a student has demonstrated significant academic regression, a Child Study Team meeting will be held for that student to review the assessment results and create an academic intervention plan. All efforts will be put forth to ensure that students' are provided with the academic support that is necessary to fully support a student's academic growth.
- e. *Calendar:* The Hillcrest Academy academic calendar is available in the appendix of this document.

Other:

Transportation: The sending school district is responsible for providing transportation to students who attend the Hillcrest Academy. The staff at the Hillcrest Academy will work with school districts and transportation providers to encourage the students to wear masks while on transport.

Mask-wearing Culture: Hillcrest Academy staff will work to build classroom and school-level cultural norms that support, reinforce, and celebrate mask-wearing as a critical habit for health as well as a commitment of caring for all school community members. Each student in the ABA classes will have an instructional program specifically designed to develop and strengthen tolerance for mask wearing. This program will be run at least 3 times per day for each student, until students are able to tolerate mask-wearing for a period of at least 45-minutes. Students in the psycho-educational classes will also be instructed on the importance of mask-wearing on a regular basis. Resources from the Parabola Project will be used to help staff work toward developing a mask-wearing culture.

Communication with Families: Due to the rapidly evolving model of service delivery, parents/guardians should expect more frequent communication with school staff to share information. This communication will include the following: regular phone communication between parents and school staff, regular email communication between parents and school staff, a monthly “Virtual Town Hall” with program administrators to update families and address concerns and regular written communication. It is imperative that parents/guardians provide up to date contact information so school staff can effectively communicate with families.

Certification of health and safety requirements:

Hillcrest Academy Administration certifies that it meets all of the health and safety requirements set forth by Massachusetts Department of Elementary and Secondary Education. This includes the following:

- a. Masks/face coverings
- b. Physical Distancing
- c. Student groups
- d. Screening upon entry
- e. Hand Hygiene: Handwashing and sanitizing
- f. COVID-19 related isolation space
- g. COVID-19 testing in schools
- h. Vaccines
- i. Health and safety/PPE Supplies

Appendices

Appendix A: Staff Training Topics

- Social Distancing
- PPE Use, Putting on and Taking off
- Cleaning, Sanitizing, and Disinfecting
- Physical Restraints
- Transportation
- Handling Sick, Symptomatic, Exposed
- Students and Staff
- Isolation and Discharge of Sick
- Infection Control
- Staffing Plans, Assignments
- Parent Communications
- Daily Screening Students and Staff
- Local Board of Health Engagement
- Program Closures
- Student and Staff Absences
- Medication Administration
- Facility Changes
- Proper Storage of Cleaning Supplies
- Daily Schedules
- Group Sizes and Ratios
- Regular Monitoring of Students
- Hand Washing
- Toileting
- COVID-19: general, how spreads, prevent
- spread, symptoms, when to seek medical
- attention
- Special Care for Special Populations
- Signage
- Entering and Exiting the Building,
- Travelling in the Building
- Staff Communications regarding COVID-
- 19, Calling in Sick
- Acceptable Classroom Activities
- Meals and Snacks
- Students Trainings to be Provided

Appendix B: Sample Classroom Schedules

In-Person Pyscho-Educational Classroom

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:15	Staggered Arrival/Breakfast/Check-in	Staggered Arrival/Breakfast/Check-in	Staggered Arrival/Breakfast/Check-in)	Staggered Arrival/Breakfast/Check-in	Staggered Arrival/Breakfast/Check-in
9:15 - 10:00	ELA	ELA	ELA	ELA	ELA
10:00 - 10:45	Math	Math	Math	Math	Math
10:45 - 11:30	Social Studies	Group (SEL)	Social Studies	Group (SEL)	Social Studies
11:30 - 12:15	Art	Social Studies	Art	Social Studies	Current Events
12:15 - 12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35 - 1:00	Science	Science	Science	Science	Science
1:00 - 1:45	Current Events	Current Events	PE	Current Events	PE
1:45 - 2:15	Test Prep	Test Prep	Test Prep	Test Prep	Test Prep
2:15 - 2:30	Social/Emotional Check-out	Social/Emotional Check-out	Social/Emotional Check-out	Social/Emotional Check-out	Social/Emotional Check-out

In-Person ABA Student Sample Schedule

Sample Student	Subject	Programs
8:30-9:15	Arrival/Breakfast	<ul style="list-style-type: none"> ● Sanitize hands ● Screening at Nurse ● Transition Upstairs ● Wash/Dry Hands ● Breakfast
9:15-10:00	Math	<ul style="list-style-type: none"> ● How Many Questions ● Counting Out Objects ● Greater/Less Than
10:00-10:45	ELA	<ul style="list-style-type: none"> ● Comprehension Questions
10:45-11:30	ADLS	<ul style="list-style-type: none"> ● Daily Lesson/Activity
11:30-11:55	Lunch	<ul style="list-style-type: none"> ● Wash/Dry Hands ● Lunch in Classroom
11:55-12:15	Social Skills	<ul style="list-style-type: none"> ● Engage in Social Play for 3 Minutes ● Daily Lesson/Activity
12:15-1:00	Pre-Vocational	<ul style="list-style-type: none"> ● Clean off desk ● Wipe down desk ● Sweep up area
1:00-1:45	Science	<ul style="list-style-type: none"> ● Daily Lesson/Activity

1:45-2:30	Social Studies	<ul style="list-style-type: none"> Daily Lesson/Activity
2:30-3:00	Departure	<ul style="list-style-type: none"> Use Bathroom Wash hands Gather belongings Transition to bus

Hybrid Phase 1 Sample Classroom Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Wednesday School wide Remote Learning	Cohort Remote Learning Days
8:15 - 9:00	Arrival/Transition/Breakfast/Individual Sessions	Arrival/Transition/Breakfast/Individual Sessions	(Alternating?) Remote Learning Day	Arrival/Transition/Breakfast/Individual Sessions	Arrival/Transition/Breakfast/Individual Sessions	8:30 - 9:15	Individual Session
9:00 - 9:15	Classwide Check-In using Google Meet (Remote and In-person Students)	Classwide Check-In using Google Meet (Remote and In-person Students)		Classwide Check-In using Google Meet (Remote and In-person Students)	Classwide Check-In using Google Meet (Remote and In-person Students)	Google Meet Check-In	Classwide Check-In (Remote and In-person Students)
9:15 - 10:00	Math	Math		Math	Math	ELA	Math
10:00 - 10:45	ELA	ELA		ELA	ELA	Math	ELA
10:45 - 11:30	Science	Science		Science	Science	Group	Science
11:30 - 12:30	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)		Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Art/Lunch	Lunch (Teacher Availability) Test Prep
12:30 - 1:15	Social Studies	Social Studies		Social Studies	Social Studies	Science	Social Studies
1:15 - 2:00	Group	Physical Education/Art		Group	Physical Education/Art	Social Studies	Physical Education/Art
2:00-2:15	Classwide Check- Out	Classwide Check- Out		Classwide Check- Out	Classwide Check- Out	Check-Out	Classwide Check-Out (Remote and

	(Remote and In-person Students)	(Remote and In-person Students)		(Remote and In-person Students)	(Remote and In-person Students)		In-person Students)
2:15-2:45	Transition/Departure/Individual Sessions/Teacher Availability	Transition/Departure/Individual Sessions/Teacher Availability		Transition/Departure/Individual Sessions/Teacher Availability	Transition/Departure/Individual Sessions/Teacher Availability	Teacher Availability	Teacher Availability
Notes	Cohort B - In Person	Cohort B - In Person	Remote Learning	Cohort C - In Person	Cohort C - In Person	Teachers/TAs remain On Google Meet during highlighted Periods for Student Support/Instruction	Google Meets
	Cohort C - Remote	Cohort C - Remote		Cohort B - Remote	Cohort B - Remote		
	Cohort A-Full In-Person	Cohort A-Full In-Person	Cohort A-Full In-Person	Cohort A-Full In-Person	Cohort A-Full In-Person		

Hybrid Phase 2 Sample Classroom Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Alternating Wednesday In-Person Learning Days	Alternating Wednesday Remote Learning Days	Cohort Remote Learning Days	
8:15 - 9:00	Arrival/Transition/Breakfast/Individual Sessions	Arrival/Transition/Breakfast/Individual Sessions	Alternating Remote Learning Day: Cohorts B/C alternate attending in-person on a weekly basis (Example - Cohort b attends in-person 9/23, Cohort C attends in person 9/30, Cohort not attending in-person follows remote schedule)	Arrival/Transition/Breakfast/Individual Sessions	Arrival/Transition/Breakfast/Individual Sessions	8:15 - 9:15 - Arrival/Transition/Breakfast/Individual Sessions	8:30 - 9:15 - Google Meet Check-In	Individual Work	
9:00 - 9:15	Classwide Check-In using Google Meet (Remote and In-person Students)	Classwide Check-In using Google Meet (Remote and In-person Students)		Classwide Check-In using Google Meet (Remote and In-person Students)	Classwide Check-In using Google Meet (Remote and In-person Students)			Classwide Check-In using Google Meet (Remote and In-person Students)	Classwide Check-In (Remote and In-person Students)
9:15 - 10:00	Math	Math		Math	Math	Math	Math	Math	
10:00 - 10:45	ELA	ELA		ELA	ELA	ELA	ELA	ELA	
10:45 - 11:30	Science	Science		Science	Science	Group	Group	Science	
11:30 - 12:30	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)		Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Physical Education/Art/Lunch	Physical Education/Art/Lunch	Lunch (Teacher Availability) Test Prep	
12:30 - 1:15	Social Studies	Social Studies		Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
1:15 - 2:00	Group	Physical Education/Art		Group	Physical Education/Art	Science	Science	Physical Education/Art	
2:00-2:15	Classwide Check- Out (Remote and In-person Students)	Classwide Check- Out (Remote and In-person Students)		Classwide Check- Out (Remote and In-person Students)	Classwide Check- Out (Remote and In-person Students)	Classwide Check- Out (Remote and In-person Students)	Check-Out	Check-Out	Check-Out

				Students)				
2:15-2:45	Transition/Departure/Individual Sessions/Teacher Availability	Transition/Departure/Individual Sessions/Teacher Availability		Transition/Departure/Individual Sessions/Teacher Availability	Transition/Departure/Individual Sessions/Teacher Availability	Transition/Departure/Individual Sessions/Teacher Availability	Teacher Availability	Teacher Availability
Notes	Cohort B - In Person	Cohort B - In Person		Cohort C - In Person	Cohort B - In Person	Teachers/TAs remain On Google Meet during highlighted Periods for Student Support/Instruction	Teachers/TAs remain On Google Meet during highlighted Periods for Student Support/Instruction	Google Meets
	Cohort C - Remote	Cohort C - Remote		Cohort B - Remote	Cohort A - Remote			

Hybrid Phase 3 Sample Classroom Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Cohort Remote Learning Days
8:15 - 9:00	Arrival/Transition /Breakfast/Individual Sessions	Arrival/Transition /Breakfast/Individual Sessions	Arrival/Transition/ Breakfast/Individual Sessions	Arrival/Transition/ Breakfast/Individual Sessions	Arrival/Transition/ Breakfast/Individual Sessions	Math
9:00 - 9:15	Classwide Check-In using Google Meet (Remote and In-person Students)	Classwide Check-In using Google Meet (Remote and In-person Students)	Check-In	Classwide Check-In using Google Meet (Remote and In-person Students)	Classwide Check-In using Google Meet (Remote and In-person Students)	Classwide Check-In (Remote and In-person Students)
9:15 - 10:00	Math	Math	Math	Math	Math	Science
10:00 - 10:45	ELA	ELA	ELA	ELA	ELA	ELA
10:45 - 11:30	Science	Science	Group	Science	Science	Science
11:30 - 12:30	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Lunch Block - Test Prep - 20 Minute Lunch in class	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Lunch Block - Test Prep - 20 Minute Lunch in class (Teacher Availability)	Lunch (Teacher Availability) Test Prep
12:30 - 1:15	Social Studies	Social Studies	Science	Social Studies	Social Studies	Social Studies
1:15 - 2:00	Group	Current Events	Social Studies	Group	Current Events	Physical Education/Art
2:00-2:15	Classwide Check- Out (Remote and In-person Students)	Classwide Check- Out (Remote and In-person Students)	Check-Out	Classwide Check- Out (Remote and In-person Students)	Classwide Check- Out (Remote and In-person Students)	Check-Out
2:15-2:45	Transition/Departure/Individual Sessions/Teacher Availability	Transition/Departure/Individual Sessions/Teacher Availability	Transition/Departure/Individual Sessions	Transition/Departure/Individual Sessions/Teacher Availability	Transition/Departure/Individual Sessions/Teacher Availability	Teacher Availability

Notes	Cohort B - In Person	Cohort B - In Person	Cohort B and C - In Person	Cohort C - In Person	Cohort C - In Person	Google Meets
	Cohort C - Remote	Cohort C - Remote		Cohort B - Remote	Cohort B - Remote	

Sample Fully Remote Classroom Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:15	Check-in (Social/Emotional)	Check-in (Social/Emotional)	Check-in (Social/Emotional)	Check-in (Social/Emotional)	Check-in (Social/Emotional)
9:15 - 10:00	ELA	ELA	ELA	ELA	ELA
10:00 - 10:45	Math	Math	Math	Math	Math
10:45 - 11:30	Social Studies	Group	Social Studies	Group	Social Studies
11:30 - 12:15	Art	Social Studies	Art	Social Studies	Current Events
12:15 - 12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35 - 1:00	Science	Science	Science	Science	Science
1:00 - 1:45	Current Events	Current Events	PE	Current Events	PE
1:45 - 2:15	Test Prep	Test Prep	Test Prep	Test Prep	Test Prep
2:15 - 2:30	Social/Emotional Check-out	Social/Emotional Check-out	Social/Emotional Check-out	Social/Emotional Check-out	Social/Emotional Check-out
	Google Meet Periods				

Appendix C: Preventative Measures to Minimize the Spread of COVID-19

Hillcrest Academy Cleaning Plan:

This Cleaning Plan was created to ensure reasonable measures are in place to minimize exposure to disease through germs, fluids, and excretions. The Hillcrest Academy has intensified general cleaning, sanitizing and disinfecting routines. Additionally, extra attention is given to high touch or high use surfaces or those specifically touched by symptomatic or ill individuals.

The Hillcrest Academy has purchased cleaning and disinfecting supplies and materials in a 3-month supply. These include:

- Disinfecting wipes
- Hand sanitizer
- Paper towels
- Disinfecting spray cleaning solution
- Hand soap
- Disinfecting tablets for electrostatic gun

The following is the Cleaning Schedule that identifies what items must be cleaned, sanitized, or disinfected and with what frequency. This daily cleaning schedule for staff (before, during, and after programming) is to ensure all areas, materials, furniture, and equipment used by students and staff are properly cleaned, sanitized, or disinfected.

Location	Item	Action	Frequency	Staff Responsible
Classroom	Student Desks	Clean and disinfect	Before meals, daily after school	Teacher Assistants
Classroom	High Touch Areas (i.e. doorknobs, faucet handles)	Disinfect	Daily	Teacher Assistants
Classroom	AAC Devices	Disinfect	Hourly	Teacher Assistants
Student Bathrooms	Toilet seat, high touch areas	Clean and Disinfect	After each use	Teacher Assistants
Student Bathrooms	All areas	Deep Cleaning/ Disinfecting	Daily	Custodial Staff
Entryways/	Door	Disinfecting	Hourly	Custodial Staff

Exits	knobs/handles			
Outdoors Areas	Tables	Clean and Disinfect	After each use	Teacher Assistants
Staff Lounge	Tables, high touch areas	Clean and Disinfect	Daily	Custodial Staff
Staff Bathrooms	All areas	Deep cleaning/ disinfecting	Daily	Custodial Staff
Offices	Desks, High Touch areas	Deep cleaning/ disinfecting	Daily	Custodial Staff
Offices	Phones	Disinfecting	After each use	Staff member who used phone

At the end of each day, all areas, materials, furniture, equipment, supplies are properly cleaned, sanitized and disinfected by the evening custodian.

Cleaning, sanitizing, and disinfecting solutions are stored in locked cabinets in the classroom and in the housekeeping closet. All cleaning, sanitizing and disinfecting solutions are out of reach of students.

The HA Facilities Manager is responsible for obtaining and maintaining inventory of essential cleaning supplies and hand hygiene products.

Supplies for hand hygiene are adequate and placed appropriately throughout the program. There are hand sanitizers located in the following areas:

- In each classroom
- Hallways
- Staff lounge
- Entry to nursing station
- Entry to the school
- Entry to bathrooms
- Multi-purpose room
- Entry to lunchline
- Each office

Materials required to assist with and clean up after toileting or changing are available in a locked cabinet in each student bathroom.

Appendix D: Building Restrictions due to Social Distancing:

As the primary route of transmission for COVID-19 is respiratory, social distancing is among the most critical components of risk reduction. Therefore, the Hillcrest Academy will institute the following for Hillcrest Academy Staff:

- Staff must maintain a physical distance of 6 feet from one another at all times. Staff should ensure that they do not congregate in common areas (i.e. lining up for timeclock, restroom, etc).
- Office spaces (without partitions) are limited to three staff members at a time.
- The staff lounge is limited to two staff members at a time. Staff are encouraged to take their break outside.
- Stand-up will take place in the gym. Staff members must ensure that they are at least six feet away from each other.
- All meetings (IEP Meetings, Diagnostic Meetings, Child Study Team Meetings, etc) will be held virtually (utilizing Zoom or Google Meet).

The following restrictions will be instituted for students:

- Students will receive all core academic class instruction, as well as group counseling and art class in their assigned classrooms.
- Whenever possible, gym class and recess will be held outside. Chosen activities will be those that do not require shared equipment (i.e. basketball) and do not encourage physical contact or proximity of less than 6 feet (i.e. tag or circle time).
- There will be no assemblies.
- There will be no off-campus trips.
- Students will eat breakfast and lunch in their classrooms or outside (weather permitting).
- Recess and outdoor “mask breaks” will be at staggered times throughout the day.
- Regular physical contact (i.e. handshakes, hand holding) is not permitted.

The following restrictions will be instituted for the general public:

- Visitors will not be allowed to enter the school building.
- Parents who are picking their child up must wait in the car, in the designated student drop off/pick up area.
- With the exception of food deliveries to the kitchen, all deliveries will be left in the front entryway.
- Whenever possible, contractors who must work inside the building will be scheduled outside of school hours. If this is not possible, contractors must wear masks and undergo a screening before entering the building.

Appendix E: Arrival and Dismissal Routine:

Prior to Arrival

- Staff will have all classroom areas clean and be prepared for student arrival
- Staff will have student breakfasts ready in classrooms
- Staff will have Radios on and ready to be called by individual student
- Supervisor/Admin will be outside entrance

Upon Arrival

- Busses will be instructed to arrive at specified time at Main Entrance to school building
- Staff will collect Attestation Statement from bus driver (to be given to admin/supervisor)
- Students will get off bus
- Staff will offer hand sanitizer to student
- Students will be screened by a supervisor in the main entryway.
- Staff will escort student to classroom to begin academic programming

Afternoon Dismissal

Prior to Dismissal

- Staff will complete academic programming 10-15 minutes prior to students' scheduled transport time, and offer necessary prompts to student that dismissal is beginning
- Staff will assist students in gathering personal belongings/backpacks and performing a preliminary cleaning of the student area.
- Staff will prompt students to complete any personal care routines (bathroom visits, handwashing, ADLs that may be required prior to transition)
- Supervisors/Admin will be at main entrance

Dismissal Time

- Radios will be on and staff will monitor for announcement of transport arrival
- One staff member will walk student to transport outside when call is made, all other students remain in class or current program area until transport is called

Appendix F: Hillcrest Academy Daily Screening Policy

As part of the social compact of re-opening, students and staff must stay home if they are feeling sick or have any symptom associated with COVID-19.

Daily Screening: The Hillcrest Academy must screen all staff and students before they are permitted to enter the school building following these requirements:

- (1) Students and Staff must enter the program through the main entrance (closest to main office) to ensure that no individual is allowed to enter the building until they successfully pass the screening.
- (2) Hillcrest Academy supervisory staff will conduct all screening activities.
- (3) The Screening Activities will occur in the main entryway. Students and staff will be brought in one at a time to provide privacy to each student/staff.
- (3) All health check responses must be recorded and maintained on file.
- (4) If a student is accompanied by a parent, the screener will ask the parent the following questions regarding their child. If any of the questions below are answered yes, the child will not be allowed to remain in the building. The child must return home with their parent or caregiver.
 - (a) Today or in the past 24 hours, has your child or any household members had any of the following symptoms:
 - Fever (temperature of 100.0°F or above), felt feverish, or had chills
 - Cough
 - Sore throat
 - Difficulty breathing
 - Gastrointestinal symptoms (diarrhea, nausea, vomiting)
 - Fatigue (Fatigue alone should not exclude a child from participation.)
 - Headache
 - New loss of smell/taste
 - New muscle aches
 - Any other signs of illness

(b) In the past 14 days, have you had close contact with a person known to be infected with the novel coronavirus (COVID-19)

(5) The screener must verify that the parent attestation has been signed and returned before allowing the student to transition to their classroom. If the parent attestation form indicates that the student has been exposed to COVID-19 or that the child has been experiencing symptoms associated with COVID-19, the student will be denied entry to the building and must immediately return home. In the event that the parent attestation is not returned, a nurse or designee will immediately contact the parent to obtain a verbal attestation regarding COVID-19 exposure/symptoms. If a guardian cannot be immediately reached, the student will not be allowed to enter the building and will be returned to his/her transport.

(6) The screener must make a visual inspection of each child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness. The screener must confirm that the child is not experiencing coughing or shortness of breath. In the event a child is experiencing shortness of breath or extreme difficulty breathing, call emergency medical services immediately.

(7) The screener will utilize a “no touch” thermometer to take the student’s temperature. If the temperature falls below 97 degrees or above 99 degrees, the nurse will be called to check the temperature using an oral or ear thermometer.

(8) All staff, parents, children, and any individuals seeking entry into the program space must self-screen at home, prior to coming to the program for the day.

(a) Self-screening shall include checking for symptoms including fever, cough, shortness of breath, gastrointestinal symptoms, new loss of taste/smell, muscle aches, or any other symptoms that feel like a cold. Anyone with a fever of 100.0°F or above or any other signs of illness must not be permitted to enter the program.

(b) Parents must sign written attestations daily regarding any household contacts with COVID-19, symptoms (e.g., fever, sore throat, cough, shortness of breath, loss of smell or taste, or diarrhea), or if they have given children medicine to lower a fever. Student daily attestation forms will be filed in individual student records.

(c) Individuals who decline to complete the screening will not be permitted to enter the program space.

Appendix G: Toileting Protocol

The following protocol has been developed to mitigate the risk of COVID-19 transmission during toileting (for those students who require assistance).

- All staff members who are assisting with toileting will be required to wear the following safety equipment (Gloves, N95 or KN95 mask, Face Shield or goggles and isolation gown).
- Student plans have been updated to reflect current toileting independence and suspend previously ongoing toileting programs
- Toileting and diapering areas must be cleaned and disinfected after each use.
 - Clean- physically removing dirt, debris, sticky film by washing, wiping and rinsing
 - Disinfect- kill nearly all germs on hard, non-porous surface with recommended chemical (Oxivir Tb) to remove bacteria
 - Disinfecting must be done when students are not in the area
- Once the area has been cleaned and disinfected, a sign will be hung up so that others are aware that the area has been disinfected.
- Students and staff clothing must be changed when soiled with secretions or bodily fluids
- Staff must be trained on proper removal of PPE and handwashing before donning and after removing PPE
- Staff should assemble all necessary supplies or they should be available in changing area/bathroom before bringing the student to be changed or use the bathroom
- Students' hands must be washed after toileting/diaper change
- Staff must thoroughly wash their own hands after toileting/diaper change

Appendix H: Student Transition Policy

In order to ensure appropriate social distancing (>6 Feet) to mitigate the spread of COVID-19, Hillcrest Academy staff should work to reduce the frequency of student transitions throughout the building. The following procedures should be followed when transitioning students.

- Limit frequency of student transitions to a minimum (arrival, dismissal, bathroom, nursing)
- Hallways will be marked with arrows on the floor to indicate direction and “lanes” of travel
- Stagger transitions to ensure maximum distance between students
- Staff must pre-teach and offer multiple prompts in advance of transitions
- Staff will train students in the most developmentally appropriate method possible of the expectations during transitions
- Breakfast and lunch will be served in the classroom or outside.
- Signs and visual prompts to encourage social distance and prompting social distance will be posted
- For students who need support during transitions, staff will wear appropriate safety equipment.
- Where appropriate, doors will be propped open to limit contact with surfaces
- For situations where social distancing cannot be achieved (i.e. passing in narrow hallways), staff will prompt students to move as quickly as possible
- For transitions of multiple students, staff will make a radio call to announce transition to limit cross contact with other classrooms, supervisors will approve, delay, or deny transitions
- Staff will remain in their assigned program areas with their assigned students. For assistance calls from other classrooms, supervisors will delegate staff to assist.

Appendix I: Student education and training

- Students should be provided with training through direct instruction and/or embedded content in lessons/activities, as developmentally appropriate. 2. Training must include:
 - a. General information about COVID-19
 - b. Information to ensure they and their families understand changes to regular school practices
 - Routines for entering/exiting school
 - Snacks/meals
 - Assembling
 - Transitions/movement in building
 - Transportation
 - Staggered time moving through the building and transportation
 - Remaining in same space
 - Accessing bathrooms
 - Staff using PPE
 - Students using PPE
 - How to put it on
 - How to take it off
 - How not to use it
 - How to dispose of it
 - Cleaning/disinfecting
 - Processing what is happening
 - Social stories, visual cues and other appropriate developmental strategies should be used to reinforce

Appendix J: Hygiene and Health Practices

Resources and Supplies:

- The Hillcrest Academy has planned ahead to ensure that the program has adequate supplies to promote frequent and effective hygiene behaviors. The program has the following materials and supplies:

(1) Handwashing facilities with soap, water, and disposable paper towels that are readily accessible to all children and staff. Handwashing instructions are posted near every handwashing sink, where they can easily be seen by children and staff. (2) Hand sanitizer with at least 60% alcohol may be utilized at times when handwashing is not available, as appropriate to the ages of children and only with written parent permission to use.

- Hand sanitizer must be stored securely and used only under supervision of staff.

- Staff must make sure children do not put hands wet with sanitizer in their mouth and must 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.

(3) A wall-mounted hand sanitizer dispenser will be located in main entryway, so that children can clean their hands before they enter. If hand sanitizer use is not appropriate or not approved, children 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:

- Children 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). Reinforce to staff and children that they must be regularly washing their hands with soap and water for at least 20 seconds and should wash hands whenever the following criteria are met:

(1) Upon entry into and exit from program space;

(2) When coming into the program space from outside activities;

(3) Before and after eating;

(4) After sneezing, coughing or nose blowing;

(5) After toileting and diapering;

- (6) Before handling food;
- (7) After touching or cleaning surfaces that may be contaminated;
- (8) After using any shared equipment like toys, computer keyboards, mouse, climbing walls;
- (9) After assisting children with handwashing;
- (10) Before and after administration of medication;
- (11) Before entering vehicles used for transportation of children;
- (12) After contact with facemask or cloth face covering (13) Before and after changes of gloves.

Cover Coughs/Sneezes:

- Children, 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: The Hillcrest Academy will teach, model, and reinforce the following healthy habits.

- (1) 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).
- (2) Build in monitored handwashing for children 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 children or cue them to sing the "Happy Birthday" song TWICE (approx. 20 seconds) as the length of time they need to wash their hands.
- (3) Assist children with handwashing.
- (4) 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. Students will be carefully supervised 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.
- (5) Explain to children why it is not healthy to share drinks or food,

particularly when sick.

(6) Teach children to use tissue to wipe their nose and to cough inside their elbow. They must wash their hands with soap and water immediately afterwards.

(7) 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.

Appendix K: Parent Attestation

Parents must sign written attestations daily regarding symptoms of COVID-19 or any household contacts with COVID-19. Parents must send along the attestation form with their child each day. Parents who decline to complete the screening, will result in the child not being permitted to enter the program.

By initialing the sheet, I attest to the following:

Today or in the past 24 hours, my child has **not** nor any household members have **not** had any of the following symptoms:

- Fever (temperature of 100.0°F or above), felt feverish, or had chills - Cough - Sore throat - Difficulty breathing - Gastrointestinal symptoms (diarrhea, nausea, vomiting) - Fatigue - Headache - New loss of smell/taste - New muscle aches - Any other signs of illness.

In the past 14 days, my child has **not** had close contact with a person known to be infected with the novel coronavirus (COVID-19).

I have **not** given my child medicine to lower a fever.

Prior to coming to school, a self-screen was done at home checking for the following symptoms: fever, cough, shortness of breath, gastrointestinal symptoms, new loss of taste/smell, muscle aches, or any other symptoms that feel like a cold.

	Student Name				
	Monday	Tuesday	Wednesday	Thursday	Friday
Parent Initials					

Appendix L: HA PPE/Safety Equipment Inventory Management

The Hillcrest Academy Admin and Management team will work to ensure that there is always a minimum of a 12-week supply of PPE/Safety Equipment supply available at the school. Before re-opening, an ample supply of materials were purchased to ensure the safe re-opening of the school facility. The following process will be put into place to ensure that the necessary supplies are readily available:

- Upon return to work, each staff member will be provided with a Safety Equipment kit which includes the following: Fanny pack, one pair of safety goggles, one N95 mask, one cloth mask, 5 pairs of disposable gloves, one reusable face shield and three sets of scrubs. It is the responsibility of the employee to ensure that all reusable safety equipment is appropriately maintained. In the event that a reusable item is lost/damaged, the staff member must complete a "Safety Equipment Damage/Loss" form.
- Additional safety equipment items (disposable face shields, isolation gowns, etc) will be kept in "team bags" located throughout the building.
- All PPE/Safety Equipment will be secured in the basement. Inventory will be tracked daily by an Assistant Supervisor, utilizing the NIOSH PPE Burn Rate/Inventory App.
- Each Friday, an order will be placed to replace any PPE/Safety Equipment that has been used. If additional PPE/Safety Equipment is required (based on burn rate, as calculated by app), it will be ordered at this time.
- At the end of each day, one Teacher Assistant will be assigned to the task of replenishing PPE (mainly gloves) for each staff member.
- N95 masks will be used for 5 shifts. Once the mask has been used for 5 days, it will be placed in the "Used N95 Mask" bin, located in the supervisor's office. The N95 mask will be replaced with a new N95 mask. The used N95 masks will be shipped out once per week to be decontaminated.
- Staff will be expected to bring their scrubs (pants and shirts) home for laundering. Any jackets used throughout the day will be laundered at HA. A teacher assistant will be responsible for the daily laundering of all used jackets.
- Staff are responsible for the laundering of their reusable face covering.

Appendix M: Hillcrest Academy Protocol Regarding Social Distancing

As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. Therefore, the Hillcrest Academy will institute the following:

- Adults, including educators and staff, are required to wear a mask/face covering that covers their nose and mouth at all times.
- All students in psycho-educational classrooms who are in grade 2 or above will be required to wear a mask/face covering that covers their nose and mouth. Face shields may be an option for those students with medical, behavioral or other challenges who are unable to wear masks/face coverings.
- Students in the ABA classrooms will be strongly encouraged to wear a mask/face covering or face shield. Upon return to school, each student will be assessed regarding their ability to tolerate wearing a mask/face covering or face shield. Teachers, in consultation with clinical staff, will develop academic programming to further develop the mask/face covering tolerance/skill of the child.
 - Staff working directly with students who are unable to tolerate wearing a face mask/covering or face shield will wear a KN95 or N95 mask.
- Exceptions to mask/face covering requirements must be made for those whom it is not possible due to medical conditions, disability impact or other health or safety concerns.
- Mask breaks will occur throughout the day. Whenever possible, breaks will occur when students can be at least 6 feet apart and ideally outside or at least with windows open.
- Masks/face coverings should be provided by the student/family, but extra disposable face masks will be made available by the Hillcrest Academy for students who need them. Reusable face coverings provided by families should be washed by families daily.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.

Physical Distancing (commonly referred to as Social Distancing) is another important practice that helps mitigate the transmission of the virus. While the U.S. Federal CDC has recommended maintaining a physical distance of 6 feet between individuals, the World Health Organization's guidance states approximately 3 feet. Therefore, the Hillcrest Academy has instituted the following:

- Staff and students will aim for a physical distance of six feet when feasible, and three feet is the minimum distance allowed (under typical circumstances). Given the population of our students, it is likely that situations will arise in which staff members are unable to maintain at least 6 feet of distance (i.e. support with feeding, toileting, behavior management). During those situations, staff will wear a KN95 or N95 mask. Additional safety equipment will be required for staff during these situations and related protocols are listed under a separate cover.
- All desks will be spaced six feet apart and will face the same direction when feasible.
- Students and staff will be encouraged to maintain a physical distance of 6 feet when passing in the hallways. Adhesive vinyl stickers will be placed on the floors throughout

the building to provide a visual cue. Additionally, posters will be hung throughout the building to remind staff and students to maintain appropriate physical distance.

Appendix N: Hillcrest Academy Physical Intervention and Restraint Protocol

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

- Direct Service Providers must be wearing scrubs (jacket and pants) at all times.
- All Direct Service Providers must be wearing a fanny pack with required PPE at all times (disposable gloves, eye goggles, hand sanitizer) to ensure that required safety equipment is readily available.
- Only staff required for safely restraining a student should be involved; one additional staff member (assessor) 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.
- Direct Service Providers in the restraint must be wearing safety goggles and/or face shield, N95 mask and gloves during the restraint.

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.
- Any equipment used during the restraint (i.e. head pad) must be properly disinfected after use.
- Avoid touching your face and limit contact with hard surfaces before immediately washing hands.

- To minimize exposure, Direct Service Providers must immediately change out of scrubs once the restraint has ended.

Other considerations:

- If a student is wearing a mask/face covering prior to the restraint, the mask/face covering must be immediately removed for student safety.

Once all health and safety issues have been addressed, follow debriefing and reporting procedures for the restraint.

Appendix O: Nursing Related Protocols

Regularly Scheduled Medication Administration:

- Nursing staff will communicate with classroom staff (via walkie talkie) to request that a student be brought to the nursing station to receive medication. It is imperative that only one student be called down at a time. Staff must wait until nursing calls for them to bring students down to nursing.

Body Checks:

- If a student requires a bodycheck due to a restraint, the staff member assigned to the student must wait until the student is back at baseline to request a bodycheck. Once the student is at baseline, the staff member must contact the nurse (via walkie talkie) to check that the nurse is available to conduct the bodycheck. Once nursing staff indicates that he/she is available to conduct the body check, the student should be brought down to the exam room for the body check. Nursing staff must wear N95 mask, gloves and face shield and/or goggles while conducting the body check.

Nursing Assessment due to injury:

- If a student obtains a minor injury, the staff assigned to that student must communicate the injury to nursing via walkie talkie (utilizing Channel 2 on Walkie Talkie). Nursing staff will request that the student be brought down to the exam room for assessment. Nursing staff must wear N95 mask, gloves and face shield and/or goggles while conducting the assessment/treatment of the injury.
- If a student sustains a major injury, the staff assigned to that student must communicate the injury to nursing via walkie talkie (utilizing Channel 2 on Walkie Talkie). Nursing staff will go to location of student for assessment/treatment. Nursing staff must wear N95 mask, gloves and face shield and/or goggles while conducting the assessment/treatment of the injury.

Nursing Assessment due to possible illness:

- If a staff member believes that a student may be ill, the staff member must communicate the concern to nursing via walkie talkie (channel 2). Based on symptoms, the nurse will determine if assessment should take place in the exam room or the infirmary (Room 121). Staff will bring the student to the correct room, based on nurse's assessment. Nursing staff must wear N95 mask, gloves and face shield and/or goggles while conducting the assessment. If it is determined that the student is presenting with COVID-19 symptoms, the staff that will be supervising the student in the infirmary must wear Full PPE (isolation gown, N95, face shield or goggles, gloves). The student must not leave the infirmary (other than to use the bathroom) until his/her parent arrives to bring him/her home.

Appendix P: Hillcrest Academy Policy to Manage Risk Levels and Exposures

Preparing to respond to COVID-19 scenarios: Even as we remain vigilant and strictly adhere to the various protocols that have been developed to mitigate risk of possible COVID-19 transmission within the school, it is recognized and understood that the risk of exposure to COVID-19 will not be zero. As part of the planning to reopen the Hillcrest Academy, the ability to respond to potential COVID-19 scenarios has been considered.

Be prepared to provide remote learning: When students' must stay home for quarantine or isolation, teaching and learning will not stop. The Hillcrest Academy is well prepared to provide remote learning for students who cannot be in school for any extended period of time.

Self-isolation for COVID-19 positive cases is a minimum of 10 days: Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. People who have tested positive can resume public activities after 10 days and once they have:

- A. Gone for three days without a fever (and without taking fever-reducing medications like Tylenol); and
- B. Experienced improvements in other symptoms (for example, their cough has gotten much better); and
- C. Received clearance from public health authority contact tracers (the local Board of Health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

Close contacts of a positive COVID-19 case should be tested: For general guidance, DPH defines close contact as:

- Being within less than 6 feet of COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g. being coughed on) while not wearing recommended personal protective equipment.

Cohorts: Because all students at the Hillcrest Academy are in cohorts (self-contained classes) for an extended period of time, all students/staff within this "cohort" are considered close contacts as they may have been within 6 feet of the person with a positive test result. As such, all students in a class will be required to pivot to remote learning for a period of 14-days, should a student or staff member in that class test positive for COVID.

Responding to Multiple Positive Cases: When there is suspected in-school transmission beyond one cohort, school administrators will be prepared to pivot to a full-remote model for a period of 14 days, to reduce the risk of a widespread outbreak within the school.

Appendix Q: Hillcrest Academy Student Absence/Illness Policy

In an effort to mitigate the risk of students and staff being exposed to the Coronavirus while attending school at the Hillcrest Academy, it is imperative that students stay home from school if they are ill or potentially ill. Students must stay home from school if they, or anyone in their home, have experienced any of the following symptoms within the past 24 hours:

- Any fever of 100 degrees or higher. If a student has taken fever reducing medication within the past 24 hours, they must also stay home.
- Vomiting or diarrhea
- Excessive tiredness or lack of appetite
- Productive coughing, sneezing
- Headache, body ache, muscle ache
- Sore throat
- Chills
- Dry cough
- Difficulty breathing
- New loss of sense of smell and/or taste

If a student is absent from school for any reason, the parent/guardian must contact the school nurse (Sue Sacchetti, 413-443-2367 x 106) on the day of absence. Based on the student's symptoms, the student may be required to have a doctor's note before returning to school.

If a student develops symptoms throughout the course of the school day, he/she will be immediately assessed by nursing staff. Any student who is experiencing illness at school will be provided with space in the "infirmary", staffed by a teacher assistant who is wearing full Personal Protective Equipment. The infirmary is an isolated room with its own entrance/exit and bathroom. Parents/guardians will be immediately notified and expected to pick up their child from school. The expectation is that parents make pre-arrangements with an emergency contact for immediate pick-up, in the event that the parent/guardian is unable to immediately report to the school to pick up their child. An ill student will not be allowed to be transported home on their regular transport.

Within this packet is an updated emergency contact list. You are required to provide at least 2 emergency contacts who would be able to pick up your child, given onset of illness during the school day. Please ensure that this updated emergency contact list is completed and returned to the school prior to September 2, 2020.

Hillcrest Academy | 2020-2021 CALENDAR

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2 1* Day of School
7 Labor Day

20/20 S

5 Half Day
19 Prof Development

22/130 SD

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Half Day
12 Vacation
23 Half Day

21/41 SD

2 Half Day
19-23 Vacation

17/147 SD

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veterans Day
25 Half Day
26 Thanksgiving
27 Vacation

18/59 SD

7 Prof. Development
28 Half Day
31 Memorial Day

19/166 SD

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2 Prof. Development
23 Half Day
24 Vacation
25 Christmas Day
28-31 Vacation

16/75 SD

9 Prof. Development
21 Last Day of School
23-25, 28 Make-Up Snow Days
29-30 Vacation

14/180 SD

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 New Year's Day
18 M.L. King Day
22 Half Day
29 Prof. Development

18/93 SD

1-2 Vacation
5 Independence Day obs
6 Vacation
7 1* Day, Summer Program

18/18 SSD

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15-19 Vacation







15/108 SD

25 Last Day, Summer Program
26-31 Vacation

18/36 SSD

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Legend

	Vacation		Half Day of School
	Holiday		Make-Up Snow Day
	Professional Dev. Day		Begin/End

SD - School Days
SSD - Summer School Days

Make-Up Snow Days - June 22, 23, 24, 25, 28