Executive Summary

COVID-19 has changed our lives in many ways over this past year. We at the May Center School for Autism and Developmental Disabilities in Randolph have continued to work through this global pandemic to provide continuity of care to those we serve while following guidance provided by the CDC, DESE, Local Board of Health, and many other agencies as appropriate. We are committed to providing safe and effective services in these unprecedented times.

With this in mind, we took great care in creating our plan for the upcoming 2020-2021 school year. Multiple measures have been taken to determine the feasibility of re-opening. First, an internal work group consisting of Executive Directors, Division Vice Presidents, Facilities Managers, Human Resources Representatives, Quality Improvement Staff, Nursing Staff, and Senior Organizational Leadership has been meeting at least weekly to review matters related to COVID-19. This group has been continually updating policies and procedures to ensure safe operations for all staff and individuals served throughout the pandemic.

In addition, a smaller work group has been meeting to focus on the safe re-opening of the school. This group consists of representatives from the same teams listed above. We obtained parental input on re-opening via a survey, and will continue to request parent input via phone, email, and surveys.

School leadership conducted multiple walk-throughs of the school buildings to place appropriate signage, remove and place furniture, ensure classroom and office spaces were conducive for social distancing, place additional cleaning supplies, and maximize function of ventilation systems. In addition, Quality Improvement staff provided checklists to leadership to evaluate preparation, conducted walk-throughs with school leadership, and provided feedback on preparations. The school also secured an electrostatic cleaning machine and developed a routine schedule of both touch-point and deep-cleaning procedures to be done according to a daily schedule.

The school developed a screening process for staff and students to ensure appropriate screening for potential exposure to or symptoms of COVID-19 for all people entering the building. In addition, staff complete a brief survey regarding their level of comfort with established procedures using the online screening tool each day; data from the daily survey are reviewed each week and actions taken as needed. This process assisted significantly in informing our decision to move forward with a hybrid model of instruction for the fall that will include both in-person and remote instruction for students. We believe this model offers us the flexibility to provide quality educational services in these challenging times. In addition, it will allow us to react quickly to changing conditions and increase both in-person or remote services as necessary based on current conditions.

In conclusion, we appreciate your patience and flexibility as we continue to work together with parents, guardians, students, and school districts to continue to provide educational services to our students.
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Letter from the Executive Director

Dear Parents,

The May Center School, Randolph, is pleased to share our fall re-opening plans. We have worked diligently in recent weeks and months to ensure required safety measures are in place. We have secured PPE (Personal Protective Equipment) for staff, modified the classroom and school environments to ensure social distancing, enhanced cleaning procedures to occur frequently, and trained staff on new protocols. We appreciate the input from families, through survey results and ongoing consultation with team members, in what would work best for their child. Each family holds a unique perspective for what would be safest and best for their child and family in relation to how to best meet their child’s educational needs. To ensure the health and safety of our students and staff, we have determined that starting the fall semester on September 14th with a hybrid model of instruction is the best option at this time. During this model of instruction, students will be grouped into cohorts and provided a combination of remote and in-person learning experiences.

To ensure the health, safety, and well-being of all students and staff, we will be providing in-person learning to one group of students on Mondays and Tuesdays and to another group on Thursdays and Fridays. Wednesdays will be dedicated to remote learning and to provide time for a deep cleaning of the building. During the portion of the week that your child is not accessing in-person instruction, we will be offering robust remote instruction and services. We recognize some families might choose to continue with all remote learning at this time. We understand that whatever model of instruction we provide will present some challenges for staff, students, parents, and guardians. We appreciate your patience and understanding as we continue to move forward with the complex re-opening process. Families will be contacted no later than Thursday, August 31, 2020 about the schedules.

We will continue to assess the re-opening plan and make ongoing improvements and changes to the plans and schedule based on guidance from DESE, local health agencies, and how the information about COVID-19 evolves. It is our goal to increase the in-person learning opportunities for all students as we navigate these unprecedented times and new requirements and expectations for both in-person and remote learning.

We follow direction from state regulators for reporting attendance to your school districts for both in-person and remote learning. Parents/caregivers are responsible for ensuring their child attends school every day, whether in person or remote learning. If your child does not meet the requirements for participation in these activities as scheduled each day, the educational staff is required to notify the school district of the absence. It is imperative that you ensure your child participates in learning activities offered for him/her moving forward. Please let your child’s team know if you have specific challenges with this and we will work together with you, and your district if needed, to address barriers and attempt to resolve them.

Please know that as we begin this new phase of learning for all our students, we commit to keeping you informed of our progress toward more in person learning as appropriate. We appreciate your patience and understanding as we move forward in a planful, safe manner.

If you would like to see our full re-entry plan, please visit our website – https://www.mayinstitute.org/autism-schools/randolph/about/our-school.html

Please feel free to reach out if you have any questions or concerns.

Sincerely,

Matt Riley Psy.D., BCBA
Physical Spaces and Classroom Layout:

- For in-person learning, classrooms and staffing have been reassigned to separate day and residential students in cohorts that remain together as much as possible. The hybrid model allows us to bring back approximately 50% of the number of students to accommodate social distancing requirements in each classroom and building occupancy.
- Classrooms have been set up to allow for social distancing to the extent possible. Student desks are assigned, and areas are set up 6 feet apart where possible and never less than 3 feet apart in accordance with DESE guidance. Visual markings are in place throughout the classrooms for students and staff to indicate separate work areas and assigned seating and break areas. The use of shared spaces and items will be minimized and conducted under enhanced health and safety guidelines.
- Common areas such as the library, cafeteria, and gym will not be utilized by groups and only approved for individual students’ clinical and educational programming, following the health and safety requirements. Lunch will be provided to students in their classrooms. Any additional activities such as social groups, physical education, art, and music will be carried out either in the classroom, remotely, or outside with appropriate social distancing.

Staffing Model and Delivery of Instruction

- Individual remote instruction will be provided in real-time (i.e., synchronously) with a teacher and asynchronously through pre-recorded videos and independent work, using multiple electronic learning platforms and other modalities. This may include small group, 1:1, or parent directed activities throughout the school day.
- To maintain consistency across in-person and remote learning, some daily group lessons being held in-person will also be offered simultaneously via Zoom and as pre-recordings for students to access remotely. This will help allow student schedules to remain similar across both settings and provide flexibility with participation when feasible. While simultaneous teaching presents challenges, the teachers and administrators are committed to working with families closely to overcome these challenges.
- Teachers are provided technological tools and will utilize Google Classroom as the primary platform to disseminate information to students and families for remote learning. Online teaching platforms (e.g., Boom Learning, TeachTown) will be utilized across both learning environments for consistency, while duplicate materials and parent training will be provided to families to support student learning at home.
- During in-person instruction, services will continue to be delivered using evidence-based teaching recommendations and as indicated in the students’ IEP. To accomplish this, there may be times that a staff needs to be within 6 feet of a student. All staff will wear facemasks and any other recommended PPE. Students who tolerate facemasks will be expected to wear them, while tolerance programs will be implemented for any students who do not tolerate wearing a mask. Mask breaks will be provided to students wearing masks when social distancing is possible. Touch point cleanings occur routinely 3 times every day.
- Materials required for a student’s remote learning days will be sent home during their in-person learning days. Regular communication will occur with families to ensure each family has the materials and access to technology needed for remote learning and to identify and address barriers that may arise.
- Related services will continue to be provided as a consult in accordance with IEP requirements and primarily delivered during in-person consultation sessions. Related services providers will stagger their time in the classrooms to minimize crowding, follow visual markers for social distancing in the classroom, and utilize remote platforms when possible.
- Data will be collected in a way that can be consistent across both in-person and remote learning. Examples include discrete trial, cold probe or task analysis of skills, as well as participation in group activities, completion of assignments, and observation of skills.
- Attendance on remote learning days will be based on students participating in activities presented.
- Every effort will be made to support families for successful remote learning.
Hybrid learning model:

In this model, day students will attend school in person 2 days and remotely 3 days. Students will be separated into 2 cohorts (A and B).

NOTE: Families may opt out of in-person learning and choose to have their child participate fully remote.

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Cohort A</td>
<td>In – Person</td>
<td>In – Person</td>
<td></td>
<td>Remote</td>
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<tr>
<td>Day Students</td>
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<td>Cohort A and Cohort B Remote</td>
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<td>Cohort B</td>
<td>Remote</td>
<td>Remote</td>
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<td>In – Person</td>
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<td>Day Students</td>
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<td>Deep Cleaning</td>
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<td>Cohort C</td>
<td>In – Person at school or residence</td>
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<td>In – Person at school or residence</td>
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<tr>
<td>Residential Students</td>
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**Cohort A** – Approximately 50% of day students will attend in person on Mondays and Tuesdays. Students will receive remote learning Wednesday through Friday.

**Cohort B** – The remaining day students will attend in-person on Thursdays and Fridays. Students will receive remote learning Monday through Wednesday.

**Cohort C** - Residential students will continue to receive full in-person learning both at the school and the residences. Day and residential students will be assigned to separate cohorts. See description of In-person learning model for more details.

In-person learning model:

- An in-person learning model will be implemented for all day and residential students when it is safe to do so based on CDC / DESE guidelines and when restrictions in the Commonwealth are lessened. Families may opt out of in-person learning and choose to have their child participate fully remote or in a hybrid model.
- To minimize cross exposure and close contacts among groups of students within the school, cohorts of students and teachers will work together consistently to keep group sizes small and to separate day and residential students. The staff to student ratio for your child will be maintained as outlined in the IEP.
All classrooms have been set up to allow for appropriate social distancing. See Physical Spacing and Classroom Layout above.

Instruction will continue to be delivered using evidence-based practice recommendations and as indicated in the students’ IEP. To accomplish this, there may be times that a staff needs to be within 6 feet of a student. All staff will wear facemasks and any other recommended PPE. Students who tolerate facemasks will be expected to wear them, while tolerance programs will be implemented for any students who do not tolerate wearing a mask.

Individual teaching materials will be created for each student and will not be shared across students. Paper materials should be laminated to allow for easy cleaning. Any sharing of classroom items such as technology will be minimized with touch-point disinfecting cleanings occurring between each use. Classrooms have access to cleaning supplies, hand hygiene routines are built into the daily routines, and hand sanitizing stations are at the doorway of every classroom.

Teachers will continue to utilize online teaching platforms such as Google Classroom, Boom Learning, and TeachTown to reduce the need for a significant change to teaching practices if the school needed to re-enter remote learning.

Remote learning model:

Remote learning will be provided both synchronously and asynchronously through multiple electronic learning platforms and other modalities as required to ensure each student has access to learning materials.

- Students will be provided with regular and consistent schedules for live instruction that include group lessons, 1:1 sessions, and student- or parent-driven learning activities.
- For each IEP goal area, materials and data sheets will be provided to the caregiver through the Google Classroom portal, along with opportunities for consultation and parent training from teachers and clinicians.
- Live instruction will be offered through Zoom at specified times in which students can participate and interact with teachers and other students by logging into a Zoom meeting. These will include morning meetings, exercise classes, VOOKS reading lessons, etc.
- Teachers will provide self-directed and on-line resources including links to various learning and enrichment activities, including, but not limited to, TeachTown, Boom Learning, and Headsprout Reading. Additional links and resources will be provided throughout the duration of remote learning to provide students with self-directed and caregiver-led activities.
- Teachers will provide pre-recorded video instruction and individualized home programs in the form of parent/child directed activity in which the student will practice targeted skills in the home. In addition, video links, suggested apps, and other activities will be provided to the caregiver to assist in student engagement.
- Related services will continue to be provided as a consult in accordance with IEP requirements and delivered during remote consultation sessions.
- Data will continue to be tracked through direct report and with caregiver assistance and will match to the form of service delivery across IEP objectives.
- Progress reports will continue to be completed quarterly to monitor progress and inform IEP development. In addition, students and caregivers will be provided with ongoing consult from clinical staff to assist in behavior management, skill development, and strategies to assist with remote learning engagement. May will work with the sending districts to ensure students have access to appropriate technology for remote learning and will provide any training and assistance to help families navigate the various learning systems on an as needed basis. For students with low attendance and engagement, the May will work with families and districts to identify barriers and develop strategies that will support remote learning.
Out-of-school time plan:

Our day school does not typically provide before/after or weekend school services to day students. However, when developing our students’ remote learning plans, we included recommendations for activities to fill time outside our instructional hours in a meaningful way. These recommendations and resources included strategies for teaching and generalizing functional life skills during activities of daily living (e.g., cooking videos, hygiene task analyses, video models for how to complete household chores), gross motor activities (e.g., ball play, dancing videos, yoga), and leisure activities both on and off the computer (e.g., PBS Kids, scavenger hunts, independent leisure schedules). These resources could be used on a daily basis to facilitate learning, encourage engagement between students and their caregivers, and increase our students’ independence.

Student supports and professional learning:

The May Center School is committed to the safety, wellness, and emotional well-being of its students, families, and staff. The May Center School has bolstered our support network in alignment with DESE recommendations to ensure the following: engaging families as partners with cultural competency; supporting staff to manage uncertainty and wellness; preparing to allocate time to classroom and school culture-building; assuming and planning for an increase in mental health needs.

Communication with staff is frequent, transparent, and sensitive to change. All staff are provided at weekly opportunities to meet as a team at the position and classroom levels, as well as regular opportunities to engage with school administration, management, and Human Resources. School and executive leadership have worked together to guide decisions throughout the pandemic, with input provided by staff through surveys and regular check-ins that will continue to be essential to our fall plans. The May Center School teaching staff need to feel empowered and safe in their environment to create a positive classroom environment. We have emphasized the need for self-care, including providing regular reminders of resources available to our staff (e.g., the Employee Assistance Program).

Culturally competent communication with families occurs at least weekly, or as indicated by the families. Our staff are trained to recognize the impact of social emotional stress that may limit student access to learning. Over the course of the past few months, staff have also had increased opportunities to engage in May Center School diversity and inclusion trainings to allow staff both to feel supported at work and to teach them how to react sensitively to the impact the recent past has had on families of color.

Other:

The May Center School has been preparing our student, family, and teaching community for a “new normal” including: developmentally appropriate social stories related to COVID-19 and its impact; mask-wearing tolerance programs; opportunities to voice concerns during weekly consultation appointments and through surveys; pre-teaching and reviewing new student routines; and many other individualized supports. The May Center School is committed to the idea that all members of the school community share responsibility for the social emotional needs and mental health of students and the educators who support them. Throughout the pandemic and when planning for fall, the interdisciplinary team ensured continuity of services.

Certification of health and safety requirements:

The May Center School meets the final health and safety requirements issued by DESE. We will implement systems and procedures to support state guidelines. The school has a Prevention Plan, Communication Plan, and Standard Operating Processes to address the following areas of need.

Mask/Face Coverings
As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. All staff must wear facemasks as appropriate to the programming and status of their program. Programs must encourage the wearing of masks or cloth face coverings during the school day by all students who can safely and appropriately wear, remove, and handle masks. There is signage throughout the school building(s). Students will have at least two mask breaks per day (e.g., mealtime and recess).

See also: May Institute Prevention Plan, SOP-PPE, SOP-Mask Breaks, Day School COVID 19 Policy and Procedure Summary

**PPE Supplies:** The organization maintains a supply of PPE and tracks the distribution of the PPE to the various programs.

**Physical Distancing:** The school will maintain at least 6 feet of distance and limit contact between individuals and groups, whenever possible. Where appropriate, visual cues such as tape on floor and markings to show spacing will be used. Signage is posted throughout the building.

See also: May Institute Prevention Plan, Day School COVID 19 Policy and Procedure Summary

**Cohorts/Group Size**

Group sizes must be restricted to the size/space of a room ensuring at least 6 feet of social distancing. Each student will have an assigned desk in the classroom.

See also: May Institute Prevention Plan

**Screenings/Entry**

Screening are required for all students, staff, and visitors. All persons must be screened before they are permitted to enter the building. Families are required to conduct their screening remotely prior to arrival at the location. Upon arrival at the location, staff must conduct a visual inspection of each student for signs of illness associated with COVID 19.

See also: May Institute Prevention Plan, Student Screening Tool and SOP, Visitor Screening Tool and SOP, Employee Screening Tool and SOP, Day School COVID 19 Policy and Procedure Summary

**Communication with Families**

The school will ensure a robust two-way communication with all families including email, phone, and One Call texting for group announcements.

**Monitoring for COVID 19 Symptoms**

Staff must monitor themselves for symptoms daily. Students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell. Protocols will be strictly adhered to for any positive or presumed positive cases of COVID 19 within the school community.

**Handwashing and Hand Sanitizer**

All employees and students will have access to handwashing stations or hand sanitizer. Hand Sanitizer (including but not limited to at least 60% alcohol-based hand sanitizer) will be supplied by the Center. Handwashing routines will be built into the school day. Signage is utilized throughout the school.

See also: May Institute Prevention Plan, Hand Hygiene Guidelines, Day School COVID 19 Policy and Procedure Summary

**Isolation Room(s)**
If a student becomes symptomatic while at the program, the student will be isolated. Programs will have a designated space to isolate an individual who may become sick. This space is separate from the school nurse’s office which is used for routine medical care.

See also: May Institute Prevention Plan, Day School COVID 19 Policy and Procedure Summary

Vaccines

Schools will work with parents to ensure that students are current on all standard vaccinations before they return to in-person school.

Cleaning and Disinfecting

All employees have access to cleaning supplies such as disinfecting spray or wipes, paper towels, etc. All cleaning, sanitizing, and disinfecting solutions are stored in a safe place that is accessible to staff in each area of the programs, secured where appropriate for the individuals.

High Touch points: all programs ensure high touch points are disinfected throughout the day, typically three times a day and at minimum once a day. Sharing of items is minimized with a touch-point cleaning occurring between shared use. All day services disinfect after all students have left for the day. Deep cleaning may also occur more frequently as appropriate due to an incident, infection, or as per CDC or BOH recommendations. Sites may close to conduct deep cleaning of a site due to exposure from a confirmed positive case of COVID-19.

See also: May Institute Prevention Plan, May High Touch Point Cleaning Checklists, COVID 19 Policy and Procedure Summary

Ventilation

The schools will work to increase outdoor air ventilation instead of using recirculated air and increase air filtration as much as possible for the ventilation and filtration system. Facilities perform the following to the HVAC Systems:

a. Check the operation of all HVAC equipment to ensure it is working properly.

b. Clean and disinfect all evaporator coils with a hospital grade coil cleaner.

c. Check that all the outside air dampers are working properly so we can make sure the HVAC systems are suppling the building with the maximum outside air possible for the unit.

d. Check that the general and toilet exhaust fans are working properly and scheduled to run when the building is occupied.

See also: May Institute Prevention Plan

Transportation

To the extent possible, students will remain with the same group each day. Students will be required to wear masks or face coverings during transport when possible. Students will be screened prior to transportation to programs. Physical distancing should be maintained while in transit, maximize space between riders (e.g., one rider per seat in every other row). Individuals from the same household may be seated together. If possible, windows should be opened to increase circulation. If not possible or comfortable to open windows, set ventilation system to high. Do not recirculate conditioned air.

See also: May Institute Prevention Plan, SOP – Infection Control – Vehicle Cleaning