Valley Collaborative
Board of Directors Meeting
25 Linnell Circle, Billerica, Massachusetts
Thursday, August 6, 2020 ▪ 9:00 a.m.

I. 170 Day School Calendar

II. Valley's Daily Tuition Rate

III. Valley's In Person Learning Model Update

IV. Valley's Bridge Street Lease

Valley COLLABORATIVE

Central Administration Office

*25 Linnell Circle, Billerica MA 01821 * Tel: (978)528-7826 * www.valleycollaborative.org*

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: August 6, 2020
Re: Valley Collaborative 2020-2021 Revised Academic Calendar

As you are aware, the Massachusetts Department of Elementary and Secondary Education issued several communications to school districts during the summer of 2020 regarding the reopening of schools due to the impact of Covid-19. One such communication indicated that districts must provide 10 days of upfront professional development to its staff before reopening for students this Fall, reducing the school year to 170 days, and having students return no later than September 16, 2020.

In accordance with the DESE requirements, Valley Collaborative is proposing bringing staff back on September 1, 2020 and students would begin on September 16, 2020 (previously staff were scheduled back on September 3rd and students on September 8th).

Required Action:
Vote to approve the Valley Collaborative 2020-2021 Revised Academic Calendar

Attachments:
Valley Collaborative 2020-2021 Revised Academic Calendar

2020 - 2021 Academic Calendar

Valley Elementary School,
Valley Middle School, and
Valley Transitional High School

July 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			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	

August 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

September 2020						
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		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			

October 2020						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		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		

January 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	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						

March 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	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			

April 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				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	

May 2021						
Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	Mo	Tu	We	Th	Fr	Sa
		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			

- First/Last Day of Summer Program
- *Professional Development Days - No School for Students (specific number of PD days will vary by position)
- Holiday / School Vacation
- Holiday Week / Valley Closed
- First/Last Day of School (5 snow days used)
- Early Release - Professional Development for staff
- Board Meeting Dates
- Early Release

Valley COLLABORATIVE

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: August 6, 2020
Re: Valley Collaborative 2020-2021 Tuition Rates

As you are aware, the Massachusetts Department of Elementary and Secondary Education issued several communications to school districts during the summer of 2020 regarding the reopening of schools due to the impact of Covid-19. One such communication indicated that districts must provide 10 days of upfront professional development to its staff before reopening for students this Fall, reducing the school year to 170 days, and having students return no later than September 16, 2020.

In accordance with the DESE requirements, Valley Collaborative is proposing bringing staff back on September 1, 2020 and students would begin on September 16, 2020 (previously staff were scheduled back on September 3rd and students on September 8th).

This reduction in billable days would have a significant financial impact for Valley. Valley Collaborative is proposing maintaining its annual tuition costs and dividing it over the new 170 day requirement resulting in revised day rates across all programs.

Required Action:
Vote to approve the Valley Collaborative 2020-2021 Revised Tuition Day Rates

Attachments:
Valley Collaborative 2020-2021 Revised Tuition Rates

From: Johnston, Russell (DOE)
To: Chris Scott
Cc: Tim Piwowar
Subject: [*EXTERNAL*] Re: Clarification Requested - Onsite Model
Date: Sunday, August 2, 2020 9:50:11 PM

Hi Chris,

Sorry for my delay. Are you available to talk by phone at 8:30 tomorrow morning? If so, please call me at 781-605-4958. If not, I will find another time for us to talk. I look forward to following up.

Thanks very much.

Russell

From: Chris Scott <cscott@valleycollaborative.org>
Sent: Wednesday, July 29, 2020 15:19
To: Johnston, Russell (DESE) <Russell.Johnston@mass.gov>
Cc: Tim Piwowar <tpiwowar@billericak12.com>
Subject: Clarification Requested - Onsite Model

Dear Russell,

It was nice to see you on the Commissioner's Zoom call this afternoon.

I am hoping for clarification on two points:

(1) Valley's staff has recently received the most updated professional development training on the reopening protocols to reopen schools onsite. Valley is moving from a remote model to an onsite model on Monday, August 3rd as per the Valley Executive Board vote on June 17th. I am assuming that we do not have to cancel school for children for 10 additional days now or in September as we are currently ready to reopen. (FYI - Valley is not unionized.)

(2) I am also assuming the June 17th vote for Valley's plan to reopen onsite Monday, August 3rd is sufficient. Last week the Board was emailed the draft DESE plan and will receive another updated version next week. At the September Board Meeting, I will give the Board another update on this ever evolving plan.

I know you are busy but if you could easily provide any guidance on these two points it would be greatly appreciated.

Thanks so much,

-Chris

Chris A. Scott, Ph.D.
Executive Director

Valley
COLLABORATIVE

25 Linnell Circle
Billerica, MA 01821
978-528-7826

When writing or responding, please remember that the Secretary of State's Office has determined that email is public record.

From: Joanne Haley-Sullivan
To: Arnold Lundwall; BILL DIEHL; Catherine Cooper; Cathy Cummins; Cathy Lawson; Chris Scott; Cindy Landanno; David Heimbecker; Donna Flaherty; Dympna Thomas; Fran Rosenberg; Jacki Clark; Jeanne Sullivan; Joanne Sullivan; John Demanche; Joyal, Roland; Kim Oliveira; Liz McGonagle; Nadine Ekstrom; Patric Barbieri; Paul Hilton; Rick Reino; Sanchita Banerjee; Stephen Donovan; Susan Farrell; Theresa Craig
Subject: [*EXTERNAL*] DESE responses re tuition and fees
Date: Tuesday, August 4, 2020 7:48:00 PM

Good evening everyone,

As a follow up to my discussion with Paulajo, I have the following answers for you:

1. **With a 170 student day academic year, approved tuition rates for the year does not change, as the staff will continue to work 180 (or more) days.**

   As a result, no tuition adjustment will be necessary. The daily rate will only need to be communicated to districts because they are not changing the yearly tuition rate or the budget.

2. **If a collaborative imposes a $225 fee/surcharge (or some other amount) on top of the tuition because of the cost of PPE, disinfecting, and other COVID related costs, it should be done in accordance with the existing language in each collaborative agreement.**

   The imposition of a fee for PPE would fall under the existing collaborative agreement language pertaining to the establishment of fees and surcharges, the collaborative board must follow said process and require a budget amendment.

I hope this is helpful to you.

Joanne

Joanne Haley Sullivan, Executive Director
Massachusetts Organization of Educational Collaboratives
33 Water St. Sandwich, MA 02563
774.313.6650

Building a community that empowers children and adults to find their own way

2020-2021 Tuition Rates (170 Day School Year)

Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
Intensive Special Needs (ISN) (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K – Age 22	Tyngsborough Billerica	$311	$52,920	$9,339	$62,259
Elementary School - Elementary Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	$254	$43,200	$7,624	$50,824
Elementary School - Pragmatic, Sensory, and Behavior Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	$254	$43,200	$7,624	$50,824
Middle School - Emotional Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	$254	$43,200	$7,624	$50,824
Middle School - Pragmatic, Sensory, and Behavior Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	$254	$43,200	$7,624	$50,824

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2020-2021 Tuition Rates (170 Day School Year)

Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
High School & Middle School - School & Life Skills Training ISN Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling included in tuition)	6-12	Billerica	$311	$52,920	$9,339	$62,259
High School - School & Vocational Training (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	$190	$32,220	$5,686	$37,906
High School - School & Life Skills Training (Speech, Occupational, Physical, In- School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	$190	$32,220	$5,686	$37,906
High School - School to Work Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	$190	$32,220	$5,686	$37,906
High School - Alternative Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	$222	$37,800	$6,671	$44,471
High School - Alternative Vocational Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	$222	$37,800	$6,671	$44,471

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2020-2021 Tuition Rates (170 Day School Year)

Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
Transition Pathways (Designed for students who are 18 years or older, have had their high school diploma withheld and only need transition services)	PG	Billerica	$152	$25,920	$4,574	$30,494
Department of Developmental Services (DDS) - Day Program	Post grade 12	Billerica	$140	N/A	N/A	N/A

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2020-2021 Tuition Rates (170 Day School Year)

Non-Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
Intensive Special Needs (ISN) (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K – Age 22	Tyngsborough Billerica	$388.06	$65,970	$11,642	$77,612
Elementary School - Elementary Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	$317.65	$54,000	$9,529	$63,529
Elementary School - Pragmatic, Sensory, and Behavior Progam (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	$319.24	$54,270	$9,577	$63,847
Middle School - Emotional Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	$317.65	$54,000	$9,529	$63,529
Middle School - Pragmatic, Sensory, and Behavior Progam (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	$319.24	$54,270	$9,577	$63,847

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2020-2021 Tuition Rates (170 Day School Year)

Non-Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
High School & Middle School - School & Life Skills Training ISN Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling included in tuition)	6-12	Billerica	$388.06	$65,970	$11,642	$77,612
High School - School & Vocational Training (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	$236.91	$40,275	$7,107	$47,382
High School - School & Life Skills Training (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	$246.18	$41,850	$7,385	$49,235
High School - School to Work Program (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	$239.82	$40,770	$7,195	$47,965
High School - Alternative Program (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	$277.94	$47,250	$8,338	$55,588
High School - Alternative Vocational Program (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	$277.94	$47,250	$8,338	$55,588

Fall 2020
Reopening Plan

August 10, 2020

Dear Valley Collaborative Community,

It is with great care that we share with you Valley Collaborative's Fall 2020 Reopening Plan. Valley Collaborative serves some of the most vulnerable populations of students and adults. We understand the importance of providing them with the "in-person" services and programming they need. Due to the current global pandemic related to COVID-19, the health and safety of our students and staff remains our top priority. Therefore, this school year will look and feel quite different. The Massachusetts Department of Elementary and Secondary Education (DESE) has issued numerous guidances to assist school districts and Collaboratives serving "high priority students" understand the parameters in which they are allowed to operate and provide services. We wanted to take this opportunity to thank Valley's Board of Directors for their ongoing support of our students and the services we provide them. We are also fully cognizant of how fortunate we are to work under the guidance of the Massachusetts Department of Elementary and Secondary Education (DESE). Their guidance has been comprehensive, professional and supportive.

As Valley prides itself on two-way communication, I wanted to provide you with Valley Collaborative's Fall 2020 Reopening Plan in the hopes of receiving your feedback.

The Massachusetts Department of Elementary and Secondary Education has asked that all school districts, including special education collaboratives, prepare for three possibilities on the continuum of reopening: 1. In-person learning with new safety requirements; 2. A hybrid of in-person and remote learning; and 3. Remote learning.

Valley's extended school year services (i.e. 'summer school') began remotely on July 13, 2020, and continued remotely for three weeks. On August 3, 2020, Valley returned and safely re-opened its doors for summer school and offered on-site, in-person learning, in addition to remote learning for those who prefer, through August 21, 2020. For the 2020 – 2021 school year, Valley is planning to offer its three models of learning to all students and families. On August 6, 2020 Valley Collabroative's Board of Directors voted to allow Valley to continue offering in-person services for students beginning on September16, 2020. Please note, due to newly released mandates by the Department of Elementary and Secondary Education, Valley has adopted a revised 2020-2021 academic calendar to allow for 10 professional development days on the three learning models at the beginning of September. This has delayed the start date for students to September 16th as it was previously scheduled for September 8th.

Through a systematic approach to communications with our students and families, Dr. Chris A. Scott, in tandem with Lead Nurse Jessica Scalzi and Valley Elementary School Principal Jennifer Bergeron, Valley Middle School/Valley Transitional High School (transitional programming) Principal Nicole Noska, and Valley Middle School/Valley Transitional High School (alternative programming) Interim Principal Glen Costello, developed parent memos, indicating Valley's

reopening plan for August 3, 2020 & resent to families for our continued school year reopening on September 16, 2020. Each memo provides details on what to expect as we prepare to have students enter our buildings for the 2020-2021 school year, and linked district-developed protocols, following guidances issued by DESE and in conjunction with the Department of Public Health. Please find each memo linked below.

Parent Memo - Valley Elementary School Fall Reopening

Parent Memo - Valley Middle School & Valley Transitional High School: Alternative programming Fall Reopening

Parent Memo - Valley Middle School & Valley Transitional High School: Transitional programming Fall Reopening

At this time, I wanted to share with you some resources provided by the Massachusetts Department of Elementary and Secondary Education, including:

- Initial Fall School Reopening Guidance issued on June 25, 2020
- Fall Reopening Frequently Asked Questions revised August 3, 2020
- Fall Reopening Facilities and Operations Guidance issued on July 22, 2020

As we previously communicated for our summer reopening, our leadership team has developed Valley's Parent/Guardian Return to School Survey to support school reopening, planning, and scheduling. Each student's principal will be in touch again with a google link to complete this survey for the Fall reopening. We kindly appreciate your attention to complete this survey, as we are looking to incorporate your continuous feedback in our plans to reopen.

Also, Lead Nurse Jessica Scalzi has sent communications with the following forms:

- Hand Sanitizer Permission Form
- COVID19 Symptom Checklist Permission Form
- Valley Exclusion and Return to School Policy COVID19

Please reach out at any time if you have questions. It is very important that we have open lines of communication at all times, especially as we plan to reopen our buildings.

My best to you always – be well.

Sincerely yours,
Dr. Chris A. Scott,
Executive Director
Valley Collaborative

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Executive Summary

Valley Collaborative began in-person learning on August 3rd, 2020, providing on-site instruction to students enrolled in Valley's extended school year program at Valley Elementary School, Valley Middle School, and Valley Transitional High School. The implementation of our in-person learning plan was highly successful. To prepare for extended school year programming, Valley offered three weeks of remote instruction only from July 13th - July 31st while the last three weeks of our regularly scheduled programming, spanning August 3rd - August 21st, provided families with an option of in-person or remote instruction. The decision on which learning model to implement for summer programming was made on a case by case basis, working collaboratively with each student, family/guardian, and the sending school district.

As such, Valley's primary model of fall reopening will continue to be the in-person learning model, but decisions on each student will be made on a case by case basis, to ensure the learning model supports and meets the educational, social, emotional, medical and nutritional needs of each student. In Valley's in-person learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE. In Valley's in-person model, there will be a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time. We have developed all protocols and procedures necessary to ensure a safe reopening plan, which includes how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.

Three Models of Learning

The Massachusetts Department of Elementary and Secondary Education has required all school districts to submit a plan of reopening. This plan must consist of three learning models as described below. School districts have been asked to prioritize the model voted on by its Board of Directors to begin the school year. As previously stated, On August 6, 2020, Valley Collaborative's Board of Directors voted to allow Valley Collaborative to continue to provide in-person services (in-person learning model) for the Fall with students returning on September 16, 2020.

In-person learning model:

DESE has defined the "in-person learning model" with the following criteria:

- For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.
- In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time.
- In the description of this model, districts should include information about how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.

In Valley Collaborative's in-person learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE. In Valley's model, there will be a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time. We have developed all protocols and procedures necessary to ensure a safe reopening plan, which includes how student learning, scheduling, protocols, and/or facility use may look different than in traditional in-person learning with no restrictions.

Valley Collaborative Covid-19 Related Protocols:

- Student Entry/Dismissal Protocol
- Movement Inside The Building Protocol
- Physical Restraint Protocol
- Classroom Meal Protocol
- Classroom Cleaning Protocol
- Cleaning and Disinfecting Protocol
- Protocol for Person Showing Symptoms

- Mask/Face Covering Protocol
- Hand Washing Protocol
- Everyday Preventive Actions
- Donning and Doffing of PPE
- COVID19 Toileting and Diapering Procedures
- Outdoor Cleaning Protocol
- Valley Collaborative COVID-19 Symptomatic/ Asymptomatic and Closure Plan
- Valley Nursing Services Covid-19 Procedures
- Personal Protective Equipment (PPE) Allocation - 4 month allocation
- Classroom Cleaning and Disinfecting Checklist
- COVID19 Communication Tree
- Medication Administration related to COVID-19
- Parent Communication Protocol

Valley's in-person learning model during COVID19 will look different for fall reopening. In-person learning during COVID 19 will be impacted in the following ways compared to in-person learning with no restriction:

- School in-person assemblies will be temporarily offered virtually.
- Meals will be served in classroom among smaller cohorts of students
- Shared therapy spaces will be closed
- Students will remain with their assigned cohorts throughout the day including recess
- Gym, music, & art rooms are temporarily not in use. These specialists will provide instruction in the student classrooms, in an outdoor space, and/or remote into classrooms.
- Transition times have been greatly reduced while still providing movement breaks to students.
- Teachers have modified instruction and instructional spaces to maximize and support social distancing.
- Therapists will not be permitted to provide group instruction to students from different cohorts
- Due to the impact of Covid-19 related restrictions, curriculum delivery in the following areas will be impacted significantly:
    - School trips that include Outdoor Education, Experiential Learning, Life Skills, as well as Community Based Transition and Vocational Programming

Valley Collaborative's In-Person Learning Model of Reopening

Valley Elementary School, Valley Middle School (Alternative & Transitional Programming), and Valley Transitional High School (Alternative & Transitional Programming)

	In-Person Learning	Family Choice Remote Learning	Family Choice Hybrid Learning
Student 1	X		
Student 2		X	
Student 3 (Week A)	X		X
Student 3 (Week B)		X	X

Hybrid learning model:

DESE has defined the "in-person learning model" with the following criteria:

- In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.
- Districts should include information about how student learning will change across the two learning environments (in-person and remote) and provide sample schedules showing how students will rotate between in-person and remote learning models, including whether this varies among student groups and/or grade levels.
- In a hybrid model, some High Needs students may still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.

As a collaborative, all of Valley's students are considered 'high needs students' and are supported according to their unique educational plan. It is Valley Collaborative's understanding that its hybrid model of learning has to allow 'high needs students' to still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time. Students and families/guardians, in coordination with our dedicated team and the student's sending district, will be given the option to send students in-person full-time one week, while reserving the right to participate in remote learning (full-time) the following week. In this hybrid model, students will participate in synchronous remote learning for core subject areas during the remote learning week. Students who are participating remotely will also be provided with a variety of learning opportunities that include project based learning, pre-recorded virtual lessons, office hours with their educator teams, and teletherapy.

Valley Collaborative's Hybrid Learning Model of Reopening

Valley Elementary School, Valley Middle School (Alternative & Transitional Programming), and Valley Transitional High School (Alternative & Transitional Programming)

	In-Person Learning Only	Remote Learning Only
Week 1 - Cohort A	X	
Week 1 - Cohort B		X
Week 2 - Cohort A		X
Week 2 - Cohort B	X	

Remote learning model:

DESE has defined the "in-person learning model" with the following criteria:

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

Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.

It is Valley Collaborative's understanding that the only time our school district would be allowed to choose the remote learning model for the upcoming school year is if a Valley staff/student who was present in one of our buildings tested positive for COVID19. In this circumstance and based on guidance issued by the CDC, local departments of health could require a building to close for up to 14 days. It is also our understanding, per the "Protocols for responding to COVID-19 scenarios" issued on July 19, 2020, DESE must be consulted before a final decision is made to close in-person, on-site learning. (We assume Valley Collaborative would only close its facilities and offer our remote learning model for all students under the direction of the Department of Health, and/or a Governor's Executive Order, the guidance of Commissioner Reilly, and/or the direction of Valley Collaborative's Board of Directors).

If Valley Collaborative is mandated to implement its remote learning model, it is our understanding that students and families/guardians, in coordination with our dedicated team and the student's sending district, will be given the option of any of the three models of learning: in-person full-time learning, full-time remote learning, or a hybrid learning model. Structured Learning Time requirements apply to Valley's remote learning model.

Below please find information regarding Valley's (1) technology platforms, (2) staffing models, and (3)curriculum and instructional materials.

(1) Valley uses a variety of technology platforms to engage students, remotely and in-person. For video conferencing, we deploy a combination of Zoom and Google Meet. We use Google Chat for IM (Instant Messaging) and Google Classroom for digital classroom/curriculum management. To administratively coordinate and safeguard our technology use, Valley uses the Google Admin Console for the remote management of

Chromebooks and Cisco Meraki for the remote management of iPads. Valley Collaborative is in the process of establishing a state of the art Virtual Classroom for each school for students in remote learning.

(2) In addition to Valley's pre-Covid-19 staffing model, additional staff have been and will continue to be hired to support remote learning, cleaning, technology, and Valley's health department. Valley's in-person learning staffing ratios for academics, on average, are between 1 staff per every 5 students and 1 staff per every 1 student, depending on the student's needs and the program. Valley's therapeutic ratios are staffed according to a student's IEP Grid - specifically the A Grid (Consultation) and C Grid (Direct Services). In order to maintain our current staffing models in the event of COVID19 community spread, we have posted "anticipated openings" for all of our Department of Elementary and Secondary Education positions for each of our schools.

(3) Valley curriculum will continue to be customized per the students IEP service delivery grid, as well as aligned to the Massachusetts State Standards. Time on learning requirements will be adhered to in all learning models: in-person, remote, and hybrid. Students will be provided with all necessary resources, materials, and technology required for them to access their customized educational program according to their IEP, regardless of the learning model.

Additionally, Valley Collaborative has considered all DESE guidances released (to date) and provides the following information regarding Valley Collaborative's Remote Learning Model:

- Valley's student information system (ASPEN) is used to track all students' attendance/participation and will do so within each learning model. Valley developed and implemented last spring the use of a new ASPEN attendance code for remote learning attendance/participation (C). Students' attendance for in-person learning will be captured as present (P). The absent code (A) will be used for either model to track in person attendance as well as remote learning attendance/participation. In addition, Valley also documents tardies (T) and early dismissals (D).
- Valley has aligned all of its remote academic work to state standards and IEP Grids.
- Educators are working in their respective teams to develop calibrated grading rubrics for remote learning in accordance with state standards.
- The process and calendar for progress reports remains the same as in-person learning, regardless of the learning model.
- Valley's method for teachers and administrators to regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians, remains the same as in-person learning, regardless of the learning model. In collaboration with sending school districts, Valley offers interpretive and translation services through Lexikeet in order to provide interpretation and translation services to students and their families, per a student's IEP and the results of "Parent/Guardian Return To School Survey".

Valley Collaborative's Remote Learning Model of Reopening

Valley Elementary School, Valley Middle School (Alternative & Transitional Programming), and Valley Transitional High School (Alternative & Transitional Programming)

	In-Person Learning	Remote Learning	Family Choice Hybrid Learning
Student 1	X		
Student 2		X	
Student 3 (Week A)	X		X
Student 3 (Week B)		X	X

Out-of-school time plan

Valley Collaborative prides itself on its student centered approach to providing wraparound services. Our dedicated educators, therapists, and staff consistently go above and beyond to ensure our students are fully supported. As we are an out-of-district special education public day program and our students reside in multiple cities and towns across the Commonwealth and New Hampshire, at this time we are not offering before and after school programming, additional student supports through the "21st Century Learning" program, or weekend programming. As always, if students and/or families need additional supports, please contact a Valley Collaborative Principal and they will assist with coordinating services in your community.

- Jennifer Bergeron and Heather Mackay, Valley Elementary School
- Nicole Noska, Valley Middle School and Valley Transitional High School (Transitional Programming)
- Julie Fielding, Valley Middle School and Valley Transitional High School (Alternative Programming)

Student supports and professional learning

Valley's leadership team has developed Valley's Parent/Guardian Return to School Survey to support school reopening, sourcing data from families and students regarding planning, scheduling, and needs for social emotional supports and interventions. Each student's principal will be in touch again with a google link to complete this survey for the Fall reopening, similarly to the distribution for Valley's summer school reopening.

Safety, wellness, and social emotional supports

Valley Collaborative's team of therapists have a plethora of expertise to provide safety, wellness, and social emotional supports to our highly vulnerable students through a variety of therapeutic delivery models and instructional practices. Please find exemplars located in our Related Services Resource Manual, Social Stories for COVID, and Coronavirus_Lesson_Final.

Planning and instruction

Valley Collaborative's team of dedicated educators differentiate curriculum according to student's IEPs to meet their goals and objectives. Please find Valley's detailed catalogue of academic curriculum, resources and materials in our Academic Resource Manual**.** In addition to our academic curriculum, Valley Collaborative's team of educators are incorporating specific lessons on general information related to COVID-19 from the CDC as well as content to ensure students are familiar with changes to their regular school practice. Examples of these lessons can be found here: sample CDC student training, TheDayCovidChangedOurSchool1.pptx, our school is different.pdf, social stories for COVID.

Assessment

Educators and service providers must collect data and use this data to monitor the student's progress to develop Progress Reports. During periods of remote learning, educators, service providers, parents, and students will review a student's IEP and identify the types of data that can be collected from the student, family, and home environment. Staff will reimagine their roles in a hybrid or remote context, e.g., by using a tracking sheet to collect data from student videos, interviewing parents and students, or using assessments.

As we return to in-person services and instruction, the Collaborative and sending school districts will plan to address the backlog of assessments and meetings while simultaneously addressing the need to maintain timelines for annual review Team meetings and evaluations for students who are newly referred and/or due for an evaluation.

Intervention

Valley Collaborative is an out-of-district public special education day program specializing in trauma sensitive therapeutic practices. Our dedicated and skilled staff includes clinical staff specializing in therapeutic interventions. Please find exemplars located in our Related Services Resource Manual, Social Stories for COVID, and Coronavirus_Lesson_Final. Based on the results of our Valley's Parent/Guardian Return to School Survey, our team of social workers provided support and resources to families who identified the need for food assistance during this time. Additionally, the survey allowed families to identify the need for technology assistance and hardware, as well as their need for training in the areas of technology, social emotional supports, and expectations for structured learning time. Training will be offered to families at the beginning of the school year and throughout the school year, as needed.

Academic Calendar

2020-2021 Revised Academic Calendar

Health and safety requirements

Valley Collaborative confidently certifies that it is in full compliance with the health and safety requirements issued by DESE in the below communications.

- Initial Fall School Reopening Guidance
- Comprehensive Special Education Guidance
- Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings
- Fall Reopening Facilities and Operations Guidance
- Guidance for Courses Requiring Additional Safety Considerations for Fall 2020
- Career/Vocational Technical Education Reopening Guidelines

- Fall Reopening Transportation Guidance

Staying home if sick:

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. This means that schools will need to have enhanced protocols in place for managing staff and student absences.

Face coverings and masks:

Students and staff must wear face coverings or masks, with exceptions only for those students or staff for whom it is not safe to do so due to age, medical conditions, or other considerations. In cases in which face coverings or masks are not possible, strict social distancing of a minimum of 3 feet but a preferred 6 feet is required. Parents will be responsible for providing students with face coverings or masks. Schools must have backup disposable masks available for students who need them. Staff may choose to wear their own mask or one provided by the school.

Frequent hand washing and hand sanitizing:

All students and staff must engage in frequent handwashing, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, and before dismissal. Protocols must be established for effective handwashing in which individuals 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 an individual disposable towel. If handwashing is not available, hand sanitizer with at least 60 percent alcohol content can be used. Please see Valley Collabortive's Hand Washing Protocol

Maintaining a minimum of 3 feet of separation at all times with a goal of 6 feet.

All students and staff must maintain a social distance of 3 feet but a preferred 6 feet is required to the greatest extent possible. Desks must be spaced at least 3 feet apart and facing the same direction, and protocols must be developed to maintain this distance when students are entering and exiting the building and moving through the school (including to and within restrooms) when feasible. Please see Valley Collaborative's Student entry and dismissal protocol

Identification of High-Priority Students for In-Person Services

On June 17, 2020, Valley Collaborative's Board of Directors' Executive Committee voted to allow Valley Collaborative to begin providing in-person services to students beginning on August 3, 2020. On August 6, 2020, Valley Collaborative's Board of Directors voted to allow Valley Collaborative to continue to provide in-person services for the Fall with students

returning on September 16, 2020 (170 day school year) and staff on September 1, 2020 (180 day school year). Please see attached Valley Collaborative's revised 2020-2021 Academic Calendar.

Valley Collaborative has worked with each of its sending districts to identify which students the sending districts, in conjunction with its families, have determined will attend Fall in-person services, which students will continue with a remote learning model, and which students would prefer a hybrid model of learning.

Staffing, Direct Service Providers, and Grouping Requirements

The CDC recommends that guidance for healthcare providers be followed for direct service providers. Direct service providers include personal care attendants, direct support professionals, paraprofessionals, therapists, related services personnel, assistants, school nurses, health office staff, and any other staff who must come into close contact (6 feet or closer) with students with disabilities.

Direct service providers are essential for the health and well-being of the students they serve. Direct service providers should be aware of and trained on how COVID-19 spreads, risk factors, and prevention actions. When working with students without suspected or confirmed COVID-19, the following everyday prevention actions such as donning cloth face coverings, wearing gloves, washing hands frequently, and cleaning and disinfecting surfaces are followed based on the CDC guidance Prevent Getting Sick. Regardless of COVID-19 status, additional preventive measures may need to be taken depending on the activity and the risk level of that activity.

All instructional grouping have been recalculated in accordance with the numerous guidances issued to date by the Massachusetts Department of Elementary and Secondary Education as they relate to class sizes and square footage. Signage has been posted outside all classrooms with maximum occupancy and class ratios.

A specific location for suspected COVID-19 cases (not nurses office) has been identified in each building as follows:

- 25 Linnell Circle, Billerica:
    - take right out of nurses office, left into hallway (heading towards reception desk) 2nd door on left
- 40 Linnell Circle, Billerica:
    - Upstairs: Office next to ISN classroom Room# 235
    - Downstairs: large community room in Middle School/High School hallway Room #159
- 17 Bridge Street, Lowell:

    - Colette Elliott, MRC/DDS Program Coordinator's Office
- 135 Coburn Road, Tyngsborough:
    - Music Room located off of the stage in the gymnasium

Smaller, isolated groups of students assigned to one teacher:
Successfully implementing 3-6 feet of social distancing will require significantly smaller class sizes and reduced staff-to-student ratios. Furthermore, **where feasible**, programs should isolate individual groups of students with one consistently assigned teacher, and groups should not mix with other students or staff.

Valley Collaborative has taken the following steps to ensure instructional groupings adhere to DESE guidances to date:

- Calculate instructional groupings as it relates to class sizes and square footage
- Post signage outside all classrooms with maximum occupancy and class ratios
- Create protocols for following "everyday prevention actions".
    - Prevent Getting Sick - CDC.gov
    - Hand Washing Protocol
    - Social Distancing Protocol
    - Masks/Face Covering
    - Protocols for Cleaning and Disinfecting

Valley Collaborative will adhere to all student learning time requirements. Gym, recess, and electives will only be provided if these offerings can be held outside and following 3-6 feet of social distancing. Additional instruction can also be provided remotely.

Valley Collaborative will ensure its permission forms include relevant medical information and comprehensive contact information to easily reach families in case of concerns. Valley Collaborative will review medical information submitted by parents and reach out to parents of high-risk children to encourage them to discuss with their healthcare provider whether the program is a safe option for the child, if additional protections are necessary, and what supports can be offered to best help their child understand and adhere to the health and safety requirements.

Valley Collaborative has designated COVID-19 Response Team responsible for responding to COVID-19 concerns. This team is made up of Dr. Chris A. Scott , Executive Director - Jessica Scalzi, Lead Nurse - Glen Costello, Asst. Principal & Safety Committee Lead - Nicole Noska, Principal - Jennifer Bergeron, Principal - Heather MacKay, Principal - Sandra Morency, Custodial Manager.

Staff have been provided training indicating who is part of Valley Collaborative's Covid-19 Response Team.

Valley Collaborative has developed protocols related to managing program closures due to COVID-19 and staff and student absences.

In abiding by the current Massachusetts Elementary and Secondary Education guidances to date, field trips and assemblies are not currently permitted. The number of visitors inside of our building will be reduced to promote the safety of our students and staff.

- By appointment only, visitors will be permitted in the building during the hours of 10:00am to 1:00pm or prior to/after student arrival/dismissal. Visitors will be permitted anytime in the event of an emergency.
- Contact your student's principal to schedule any necessary visits.

Classroom set up and movement within the building:

- Class size determined by maintaining 3-6 feet of social distancing
- Class isolation: Keep students in self-contained classes with the same teacher and students throughout each day, when feasible.
- Desk spacing: Ensure that student desks are spaced 3 -6 feet apart and are facing forward.
- Classroom placement: Use additional space in school buildings to spread out classrooms. Classes should be held outside to the extent possible and if feasible.
- Movement within building: Arrows will be posted on the floor to indicate flow of movement within the building. Floor markings will be placed to indicate social distancing. A plan has been developed for safely moving students in and out their classrooms while maintaining 3-6 feet of social distance when feasible; necessary student access to common areas, including bathrooms, must be managed by staff to avoid crowding.
- Valley Collaborative has established clear procedures for student entry and dismissal from the building including a plan for traffic, drop-off, and pick-up that complies with social distancing guidelines. Student entry and dismissal protocol
- Food service/meals: Hold breakfast and/or lunch in classrooms, following appropriate food safety guidelines and taking specific precautions for food allergies. (please see classroom meal practices protocol).

Families are asked to:

- Perform a wellness check on their child each morning at home before determining if the child should go to school. Parent Letter 7.16.20.pdf, COVID-19 Symptom Checklist.pdf
- Keep their child home if they suspect their child is ill.
- Ensure their child arrives at school wearing a face covering and ideally has an extra face covering on hand.
- Follow school policies on drop off and pick up and recognize that parent access to the building will be strictly limited.

- Be sure the school has updated contact information in the event the child needs to be sent home. Valley's Parent/Guardian Return to School Survey

Protective Equipment

Valley Collaborative has purchased and procured the appropriate protective equipment to meet the health and safety needs of students and staff.

All Valley Collaborative staff will be provided with appropriate protective equipment as outlined in Valley's PPE protocol.

Valley Collaborative's Lead Nurse has calculated the quantity or PPE supplies needed per formula and ordered accordingly. Valley's Custodial Manager will ensure masks are readily available at all entrances daily.

Situation-Specific Protocols

In order to protect the health and safety of students, staff, families, and community members, Valley Collaborative will follow CDC recommendations in the following areas:

- Health and safety considerations, social distancing, and infection control practices (hand washing, face coverings, and gloves);
- Classroom meal and Classroom Cleaning Practices;
- Disinfecting practices;
- Health office practices, protective equipment, and management and isolation of students and/or staff showing signs and symptoms of illness.

DESE has also released Protocols for Responding to Covid-19 Scenarios and Fall Reopening Facilities and Operations Guidance .

In addition, the following guidance addresses situation-specific protocols that must be developed prior to providing in-person instruction:

Screening and Monitoring Protocols:

In circumstances in which maintenance of recommended social distancing (3-6 feet) is not possible, the following recommendations should be implemented:

- Valley Collaborative will ensure that there are adequate staff who are prepared and properly trained to accommodate students' health and safety needs in addition to their education.
- Valley staff must be prepared to provide hands-on assistance to students with disabilities for any circumstance that would require them to be within 3 feet from any student.

- To protect themselves, Valley staff who care for students requiring hands-on assistance such as feeding, washing, dressing, physical prompting, helping students sit at a desk, manipulating academic materials, and prompting students to use a communication device, etc., should wear appropriate protective equipment based on the activity and risk level and wear long hair up or tied back during all activities requiring direct contact with a child.

Toileting Protocols:

- All Valley Collaborative staff are required to bring with them daily a change of clothes
- Valley staff must change students' clothing and their own clothing when soiled with secretions or body fluids. Students' soiled clothing must be bagged and sent home sealed in a plastic container or bag.
- Toileting and diapering areas (including tables, pails, countertops, toileting chairs, sinks/faucets, toilets, floors, etc.) must be cleaned and disinfected after each use.
- COVID19 Toileting and Diapering Procedure

Note: Cleaning and disinfecting are two separate tasks:

- Clean: To physically remove dirt, debris, and sticky film by washing, wiping, and rinsing.
- Disinfect: To kill nearly all of the germs on a hard, non-porous surface with a recommended chemical to remove bacteria.
- Disinfect when students are not in the area. Surfaces should be dry by the time students use the area.
- Toileting/diaper procedures (including extra COVID-19 steps) must be posted in the bathroom changing area.
    - Signage should be kept simple and in multiple languages if needed.
    - Posting the multistep procedure may help direct service providers maintain the routine, which is designed to reduce contamination of surfaces.
- Train all staff on proper removal of gloves, gowns, facial masks, and other protective equipment and on handwashing before donning and after removing equipment in order to reduce contamination.
- To ensure the student's safety, make the change more efficient, and reduce opportunities for contamination, assemble all necessary supplies before bringing the student to the changing area.
- To reduce contamination, wash the student's hands after the toileting/diaper change.

Valley Collaborative has also adopted the CDC donning and doffing PPE protocol.

Physical Restraints

Valley Collaborative developed a Physical Intervention and Restraints Protocol during COVID19.

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

Limiting Risk of Infection Prior to a Physical Restraint

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

Limiting Risk of Infection During a Physical Restraint

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

Limiting Risk of Infection After a Physical Restraint

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

Transportation Protocols:

Valley Collaborative will work with its sending districts to ensure that families are provided with transportation options that meet their needs.

Valley Collaborative has established clear processes for student entry and dismissal from the building including a plan for traffic, drop-off, and pick-up that complies with social distancing guidelines. (Please see Student Entry/Dismissal Protocol)

Education and Training

It is essential that staff training be provided before in-person instruction to students with disabilities can be conducted. In addition, it is equally important to educate and train students on health and safety considerations, as well as newly adopted routines and protocols. The following section provides guidance in these areas.

Training Plan

- Valley Collaborative has identified staff who will need to be trained and what that training should address.
- Valley Collaborative has determined who will provide the training and what materials will need to be procured for the training. We have ensured all trainers are qualified to conduct associated trainings and will utilize resources from accredited organizations when possible. All Valley Collaborative nursing staff underwent all COVID19 related trainings by BU Shield. Jessica Scalzi, Valley Collabroative's Lead Nurse is in consistent communication withBU Shield regarding up-to-date training opportunities.
- Valley Collaborative has developed a timeline for training needs including what trainings need to be conducted prior to the start of in-person instruction and what trainings need to be provided as ongoing support.
- Valley Collaborative has developed a system for monitoring staff completion of required trainings and identifying staff responsible for ensuring all staff have met the training requirements prior to beginning in-person work. Valley's staff training was developed via Google slides. Valley has also created a Google sheets tracking system to ensure completion of the training.
- Valley Collaborative has consulted with current vendors and/or affiliated health and safety organizations to determine what resources are readily available.
- Valley Collaborative has consulted with other districts, collaboratives, and approved special education schools to share resources related to training. COVID-19 plans and reopening procedures have been fully discussed during Board Meetings and Executive Board Meetings with Valley's nine member district board. Valley has also shared resources with MOEC's past president.

- Valley Collaborative has determined what training, if any, may be needed for families of students with disabilities via Valley's Parent/Guardian Return to School Survey, initially disseminated on 07/20/2020.

Staff Training (Please see 2020 - 2021 Academic Calendar)

- Training must be provided by qualified professionals.
- Training includes a mechanism for staff to communicate additional training needs they have
- Training must include all staff who have contact with students, including but not limited to educators, support and related services staff, administrators, clerical staff, custodial staff, and food service providers.
- Training for staff must include the following but should not be limited to:
    - Safe and effective use of protective equipment (putting on and taking off protective equipment and disposing and/or washing protective equipment);
    - General information related to COVID-19 from the CDC;
    - How COVID-19 is spread;
    - How to prevent the spread of COVID-19;
    - Symptoms of COVID-19; and
    - When to seek medical assistance for students or staff who exhibit symptoms or become sick.

In addition, Valley Collaborative's staff training includes the following Covid-19 Related Protocols:

- Student Entry/Dismissal Protocol
- Movement Inside The Building Protocol
- Physical Restraint Protocol
- Classroom Meal Protocol
- Classroom Cleaning Protocol
- Cleaning and Disinfecting Protocol
- Protocol for Person Showing Symptoms
- Mask/Face Covering Protocol
- Hand Washing Protocol
- Everyday Preventive Actions
- Donning and Doffing of PPE
- Toileting and Diapering Procedures
- Outdoor Cleaning Protocol
- Valley Collaborative COVID-19 Symptomatic/ Asymptomatic and Closure Plan
- Valley Nursing Services Covid-19 Procedures
- Personal Protective Equipment (PPE) Allocation - 4 month allocation

- Valley Collaborative COVID-19 Symptomatic/ Asymptomatic and Closure Plan
- Classroom Cleaning and Disinfecting Checklist
- COVID19 Communication Tree
- Medication Administration related to COVID-19
- Parent Communication Protocol

Education for Students on Safety Protocols (Please see sample CDC student training)

- Students will be provided with training through direct instruction and/or embedded content in lessons and activities, as developmentally appropriate. An example of a developmentally appropriate lesson is found here: TheDayCovidChangedOurSchool1.pptx
- Training content must include general information related to COVID-19 from the CDC as well as content to ensure students are familiar with changes to their regular school practices, such as routines for entering and exiting the school, snacks/meals, assembling, passing in hallways, being transported via bus or van, and accessing the bathroom.
- Students have been and will continue to be explicitly trained on how to use protective equipment, as appropriate. Training should include how to put it on, take it off, dispose of it, and where it should be placed in instances where it needs to be cleaned by staff.An example of this instruction can be found here: our school is different.pdf
- Social stories, visual cues, and other appropriate developmental strategies should be used to reinforce these new concepts and protocols. An example of social stories being used are here: social stories for COVID

Guidance for Specific Populations

Parents/guardians should be encouraged to consult their child's health care provider to discuss the appropriateness of students with high risk medical conditions attending in-person instruction. These include students who depend on mechanical ventilation and children with tracheostomies. School health professionals should work with primary care providers to identify alternatives to nebulizer treatments in the school setting, such as metered dose inhalers (MDIs) with a spacer. A collaborative approach should be used to inform decision-making relative to how the student can safely access in-person instruction.

The following should be considered when working with students who are deaf or hard of hearing (DHH):

- Consider the needs of students who must be able to see the lips of the speaker.
- Purchase clear masks or shields for staff and students.

- Account for an interpreter in the classroom for deaf or hard of hearing students, and determine the logistics of social distancing.

Facilities

Valley Collaborative has worked tirelessly to ensure its facilities are safe for students and staff to return to in-person services. Valley Collaborative adheres to Fall Reopening Facilities and Operations Guidance issued on July 22, 2020.

Appendix O: Acknowledgement of Receipt of Valley Collaborative's Fall 2020 Reopening Plan for Employees

I have received a copy of the Valley Collaborative's Fall 2020 Reopening Plan (the "Plan") and understand that it is my responsibility to read the Plan completely and thoroughly and to become familiar with its provisions. I understand that violation of or failure to comply with the standards and procedures outlined in the Plan will be grounds for corrective action up to and including termination.

I understand the elements in this Plan are based on the best medical data available at this time, are for planning purposes only, are not exhaustive, and are subject to change based on further guidance from the Massachusetts Department of Elementary and Secondary Education and the Center for Disease Control.

If I have any questions about the meaning or significance of any of the provisions in the Plan, I understand that I should speak to my principal, supervisor, or the Human Resources Department.

Please complete the acknowledgement of receipt of Valley Collaborative's Fall 2020 Reopening Plan for Employees Google Form

Valley COLLABORATIVE

Central Administration

*40 Linnell Circle, Billerica, MA 01821 * Tel: (978) 528-7882 * valleycollaborative.org*

Step 2: Expectations for Final District Reopening Plans - August 10

As districts prepare for step two of this process – finalizing their comprehensive reopening plans – please note that plans should be written in a parent-friendly format, translated into the primary languages of students' homes, and posted on the district website. All plans must be posted by August 10. Each district should include the following information in its final comprehensive reopening plan. Districts should submit a plan prioritizing the model voted on by the School Committee or Board of Directors to begin the school year. The other models should also be addressed in your submission and districts should be ready to move among the different models during the year depending on the circumstances. The final plan should reflect any feedback provided by the Department on the preliminary plan submitted July 31.

A. Executive summary

Valley Collaborative began in-person learning on August 3rd, 2020, providing on-site instruction to students enrolled in Valley's extended school year program at Valley Elementary School, Valley Middle School, and Valley Transitional High School. The implementation of our in-person learning plan was highly successful. To prepare for extended school year programming, Valley offered three weeks of remote instruction only from July 13th - July 31st while the last three weeks of our regularly scheduled programming, spanning August 3rd - August 21st, provided families with an option of in-person or remote instruction. The decision on which learning model to implement for summer programming was made on a case by case basis, working collaboratively with each student, family/guardian, and the sending school district.

As such, Valley's primary model of fall reopening will continue to be the in-person learning model, but decisions on each student will be made on a case by case basis, to ensure the learning model supports and meets the educational, social, emotional, medical and nutritional needs of each student. In Valley's in-person learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE. In Valley's in-person model, there will be a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time. We have developed all protocols and procedures necessary to ensure a safe reopening plan, which includes how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.

B. Letter from the superintendent to the community, including the district's selection for the reopening model it will use to begin the school year.

August 10, 2020

Dear Valley Collaborative Community,

It is with great care that we share with you Valley Collaborative's Fall 2020 Reopening Plan. Valley Collaborative serves some of the most vulnerable populations of students and adults. We understand the importance of providing them with the "in-person" services and programming

they need. Due to the current global pandemic related to COVID-19, the health and safety of our students and staff remains our top priority. Therefore, this school year will look and feel quite different. The Massachusetts Department of Elementary and Secondary Education (DESE) has issued numerous guidances to assist school districts and Collaboratives serving "high priority students" understand the parameters in which they are allowed to operate and provide services. We wanted to take this opportunity to thank Valley's Board of Directors for their ongoing support of our students and the services we provide them as well as we are fully cognizant of how fortunate we are to work under the guidance of the Massachusetts Department of Elementary and Secondary Education (DESE). Their guidance has been comprehensive, professional and supportive.

As Valley prides itself on two-way communication, I wanted to provide you with Valley Collaborative's Fall 2020 Reopening Plan in the hopes of receiving your feedback.

The Massachusetts Department of Elementary and Secondary Education has asked that all school districts, including special education collaboratives, prepare for three possibilities on the continuum of reopening: 1. in-person learning with new safety requirements; 2. a hybrid of in-person and remote learning; and 3: remote learning.

Valley's extended school year services (i.e. 'summer school') began remotely on July 13, 2020, and continued remotely for three weeks. On August 3, 2020, Valley returned and safely re-opened its doors for summer school and offered on-site, in-person learning in addition to remote learning for those who prefer, through August 21, 2020. For the 2020 – 2021 school year, Valley is planning to offer its three models of learning to all students and families. On August 6, 2020 Valley Collabroative's Board of Directors voted to allow Valley to continue offering in-person services for students beginning on September16, 2020. Please note, due to newly released mandates by the Department of Elementary and Secondary Education, Valley has adopted a revised 2020-2021 academic calendar to allow for 10 professional development days on the three learning models at the beginning of September. This has delayed the start date for students to September 16th as it was previously scheduled for September 8th.

Through a systematic approach to communications with our students and families, Dr. Chris A. Scott, in tandem with Lead Nurse Jessica Scalzi and Valley Elementary School Principal Jennifer Bergeron, Valley Middle School/Valley Transitional High School (transitional programming) Principal Nicole Noska, and Valley Middle School/Valley Transitional High School (alternative programming) Interim Principal Glen Costello, developed parent memos, indicating Valley's reopening plan for August 3, 2020 & resent to families for our continued school year reopening on September 16, 2020. Each memo provides details on what to expect as we prepare to have students enter our buildings for the 2020-2021 school year, and linked district-developed

protocols, following guidances issued by DESE and in conjunction with the Department of Public Health. Please find each memo been linked below.

Parent Memo - Valley Elementary School Fall Reopening

Parent Memo - Valley Middle School & Valley Transitional High School: Alternative programming Fall Reopening

Parent Memo - Valley Middle School & Valley Transitional High School: Transitional programming Fall Reopening

At this time, I wanted to share with you some resources provided by the Massachusetts Department of Elementary and Secondary Education, including:

- Initial Fall School Reopening Guidance issued on June 25, 2020
- Fall Reopening Frequently Asked Questions revised August 3, 2020
- Fall Reopening Facilities and Operations Guidance issued on July 22, 2020

As we previously communicated for our summer reopening, our leadership team has developed Valley's Parent/Guardian Return to School Survey to support school reopening, planning, and scheduling. Each student's principal will be in touch again with a google link to complete this survey for the Fall reopening. We kindly appreciate your attention to complete this survey, as we are looking to incorporate your continuous feedback in our plans to reopen.

Also, Lead Nurse Jessica Scalzi has sent communications with the following forms:

- Hand Sanitizer Permission Form
- COVID19 Symptom Checklist Permission Form
- Valley Exclusion and Return to School Policy COVID19

Please reach out at any time if you have questions. It is very important that we have open lines of communication at all times, especially as we plan to reopen our buildings.

My best to you always – be well.

Sincerely yours,
Dr. Chris A. Scott,
Executive Director
Valley Collaborative

Three Models of Learning

The Massachusetts Department of Elementary and Secondary Education has required all school districts to submit a plan of reopening. This plan must consist of three learning models as described below. School districts have been asked to prioritize the model voted on by its Board of Directors to begin the school year. As previously stated, On August 6, 2020, Valley Collaborative's Board of Directors voted to allow Valley Collaborative to continue to provide in-person services (in-person learning model) for the Fall with students returning on September 16, 2020.

C. In-person learning model:

DESE has defined the "in-person learning model" with the following criteria:

- For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.
- In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time.
- In the description of this model, districts should include information about how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.

In Valley Collaborative's in-person learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE. In Valley's model, there will be a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time. We have developed all protocols and procedures necessary to ensure a safe reopening plan, which includes how student learning, scheduling, protocols, and/or facility use may look different than in traditional in-person learning with no restrictions.

Valley Collaborative Covid-19 Related Protocols:

- Student Entry/Dismissal Protocol
- Movement Inside The Building Protocol
- Physical Restraint Protocol
- Classroom Meal Protocol
- Classroom Cleaning Protocol
- Cleaning and Disinfecting Protocol
- Protocol for Person Showing Symptoms
- Mask/Face Covering Protocol
- Hand Washing Protocol
- Everyday Preventive Actions

- Donning and Doffing of PPE
- COVID19 Toileting and Diapering Procedures
- Outdoor Cleaning Protocol
- Valley Collaborative COVID-19 Symptomatic/ Asymptomatic and Closure Plan
- Valley Nursing Services Covid-19 Procedures
- Personal Protective Equipment (PPE) Allocation - 4 month allocation
- Classroom Cleaning and Disinfecting Checklist
- COVID19 Communication Tree
- Medication Administration related to COVID-19
- Parent Communication Protocol

Valley's in-person learning model during COVID19 will look different for fall reopening. In-person learning during COVID 19 will be impacted in the following ways compared to in-person learning with no restriction:

- School in-person assemblies will be temporarily offered virtually.
- Meals will be served in classroom among smaller cohorts of students
- Shared therapy spaces will be closed
- Students will remain with their assigned cohorts throughout the day including recess
- Gym, music, & art rooms are temporarily not in use. These specialists will provide instruction in the student classrooms, in an outdoor space, and/or remote into classrooms.
- Transition times have been greatly reduced while still providing movement breaks to students.
- Teachers have modified instruction and instructional spaces to maximize and support social distancing.
- Therapists will not be permitted to provide group instruction to students from different cohorts
- Due to the impact of Covid-19 related restrictions, curriculum delivery in the following areas will be impacted significantly:
    - school trips that include Outdoor Education, Experiential Learning, Life Skills, as well as Community Based Transition and Vocational Programming

Valley Collaborative's In-Person Learning Model of Reopening

Valley Elementary School, Valley Middle School (Alternative & Transitional Programming), and Valley Transitional High School (Alternative & Transitional Programming)

	In-Person Learning	Family Choice Remote Learning	Family Choice Hybrid Learning
Student 1	X		
Student 2		X	
Student 3 (Week A)	X		X
Student 3 (Week B)		X	X

D. Hybrid learning model:

DESE has defined the "in-person learning model" with the following criteria:

- In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.
- Districts should include information about how student learning will change across the two learning environments (in-person and remote) and provide sample schedules showing how students will rotate between in-person and remote learning models, including whether this varies among student groups and/or grade levels.
- In a hybrid model, some High Needs students may still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.

As a collaborative, all of Valley's students are considered 'high needs students' and are supported according to their unique educational plan. It is Valley Collaborative's understanding that its hybrid model of learning has to allow 'high needs students' to still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time. Students and families/guardians, in coordination with our dedicated team and the student's sending district, will be given the option to send students in-person full-time one week, while reserving the right to participate in remote learning (full-time) the following week. In this hybrid model, students will participate in synchronous remote learning for core subject areas during the remote learning week. Students who are participating remotely will also be provided with a variety of learning opportunities that include

project based learning, pre-recorded virtual lessons, office hours with their educator teams, and teletherapy.

Valley Collaborative's Hybrid Learning Model of Reopening

Valley Elementary School, Valley Middle School (Alternative & Transitional Programming), and Valley Transitional High School (Alternative & Transitional Programming)

	In-Person Learning Only	Remote Learning Only
Week 1 - Cohort A	X	
Week 1 - Cohort B		X
Week 2 - Cohort A		X
Week 2 - Cohort B	X	

E. Remote learning model:

DESE has defined the "in-person learning model" with the following criteria:

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

Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.

It is Valley Collaborative's understanding that the only time our school district would be allowed to choose the remote learning model for the upcoming school year is if a Valley staff/student who was present in one of our buildings tested positive for COVID19. In this circumstance and based on guidance issued by the CDC, local departments of health could require a building to close for up to 14 days. It is also our understanding, per the "Protocols for responding to COVID-19 scenarios" issued on July 19, 2020, DESE must be consulted before a final decision is made to close in-person, on-site learning. (We assume Valley Collaborative would only close

its facilities and offer our remote learning model for all students under the direction of the Department of Health, and/or a Governor's Executive Order, the guidance of Commissioner Reilly, and/or the direction of Valley Collaborative's Board of Directors).

If Valley Collaborative is mandated to implement its remote learning model, it is our understanding that students and families/guardians, in coordination with our dedicated team and the student's sending district, will be given the option of any of the three models of learning: in-person full-time learning, full-time remote learning, or a hybrid learning model. Structured Learning Time requirements apply to Valley's remote learning model.

Below please find information regarding Valley's (1) technology platforms, (2) staffing models, and (3)curriculum and instructional materials.

(1) Valley uses a variety of technology platforms to engage students, remotely and in-person. For video conferencing, we deploy a combination of Zoom and Google Meet. We use Google Chat for IM (Instant Messaging) and Google Classroom for digital classroom/curriculum management. To administratively coordinate and safeguard our technology use, Valley uses the Google Admin Console for the remote management of Chromebooks and Cisco Meraki for the remote management of iPads. Valley Collaborative is in the process of establishing a state of the art Virtual Classroom for each school for students in remote learning.
(2) In addition to Valley's pre-Covid-19 staffing model, additional staff have been and will continue to be hired to support remote learning, cleaning, technology, and Valley's health department. Valley's in-person learning staffing ratios for academics, on average, are between 1 staff per every 5 students and 1 staff per every 1 student, depending on the student's needs and the program. Valley's therapeutic ratios are staffed according to a student's IEP Grid - specifically the A Grid (Consultation) and C Grid (Direct Services). In order to maintain our current staffing models in the event of COVID19 community spread, we have posted "anticipated openings" for all of our Department of Elementary and Secondary Education positions for each of our schools.
(3) Valley curriculum will continue to be customized per the students IEP grid as well as aligned to the Massachusetts State Standards. Time on learning requirements will be adhered to in all learning models: in-person, remote, and hybrid. Students will be provided with all necessary resources, materials, and technology required for them to access their customized educational program according to their IEP, regardless of the learning model.

Additionally, Valley Collaborative has considered all DESE guidances released (to date) and provides the following information regarding Valley Collaborative's Remote Learning Model:

- Valley's student information system (ASPEN) is used to track all students' attendance/participation and will do so within each learning model. Valley developed and implemented last spring the use of a new ASPEN attendance code for remote learning

attendance/participation (C). Students' attendance for in-person learning will be captured as present (P). The absent code (A) will be used for either model to track in person attendance as well as remote learning attendance/participation. In addition, Valley also documents tardies (T) and early dismissals (D).

- Valley has aligned all of its remote academic work to state standards and IEP Grids.
- Educators are working in their respective teams to develop calibrated grading rubrics for remote learning in accordance with state standards.
- The process and calendar for progress reports remains the same as in-person learning, regardless of the learning model.
- Valley's method for teachers and administrators to regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians, remains the same as in-person learning, regardless of the learning model. In collaboration with sending school districts, Valley offers interpretive and translation services through Lexikeet in order to provide interpretation and translation services to students and their families, per a student's IEP and the results of "Parent/Guardian Return To School Survey".

Valley Collaborative's Remote Learning Model of Reopening

Valley Elementary School, Valley Middle School (Alternative & Transitional Programming), and Valley Transitional High School (Alternative & Transitional Programming)

	In-Person Learning	Remote Learning	Family Choice Hybrid Learning
Student 1	X		
Student 2		X	
Student 3 (Week A)	X		X
Student 3 (Week B)		X	X

F. Out-of-school time plan

Valley Collaborative prides itself on its student centered approach to providing wraparound services. Our dedicated educators, therapists, and staff consistently go above and beyond to ensure our students are fully supported. As we are an out-of-district special education public day program and our students reside in multiple cities and towns across the Commonwealth and New Hampshire, at this time we are not offering before and after school programming, additional student supports through the "21st Century Learning" program, or weekend programming. As always, if students and/or families need additional supports, please contact a Valley Collaborative Principal and they will assist with coordinating services in your community.

- Jennifer Bergeron and Heather Mackay, Valley Elementary School
- Nicole Noska, Valley Middle School and Valley Transitional High School (Transitional Programming)
- Julie Fielding, Valley Middle School and Valley Transitional High School (Alternative Programming)

G. Student supports and professional learning: please include the following information in this section:

Valley's leadership team has developed Valley's Parent/Guardian Return to School Survey to support school reopening, sourcing data from families and students regarding planning, scheduling, and needs for social emotional supports and interventions. Each student's principal will be in touch again with a google link to complete this survey for the Fall reopening, similarly to the distribution for Valley's summer school reopening.

(a) Safety, wellness, and social emotional supports - Valley Collaborative's team of therapists have a plethora of expertise to provide safety, wellness, and social emotional supports to our highly vulnerable students through a variety of therapeutic delivery models and instructional practices. Please find exemplars located in our Related Services Resource Manual, Social Stories for COVID, and Coronavirus_Lesson_Final.

(b) Planning and instruction - Valley Collaborative's team of dedicated educators differentiate curriculum according to student's IEPs to meet their goals and objectives. Please find Valley's detailed catalogue of academic curriculum, resources and materials in our Academic Resource Manual**.** In addition to our academic curriculum, Valley Collaborative's team of educators are incorporating specific lessons on general information related to COVID-19 from the CDC as well as content to ensure students are familiar with changes to their regular school practice. Examples of these lessons can be found here: sample CDC student training, TheDayCovidChangedOurSchool1.pptx, our school is different.pdf, social stories for COVID.

(c) Assessment -

Educators and service providers must collect data and use this data to monitor the student's progress to develop Progress Reports. During periods of remote learning, educators, service providers, parents, and students will review a student's IEP and identify the types of data that can be collected from the student, family, and home environment. Staff will reimagine their roles in a hybrid or remote context, e.g., by using a tracking sheet to collect data from student videos, interviewing parents and students, or using assessments.

As we return to in-person services and instruction, the Collaborative and sending school districts will plan to address the backlog of assessments and meetings while simultaneously addressing the need to maintain timelines for annual review Team meetings and evaluations for students who are newly referred and/or due for an evaluation.

(d) Intervention - Valley Collaborative is an out-of-district public special education day program specializing in trauma sensitive therapeutic practices. Our dedicated and skilled staff includes clinical staff specializing in therapeutic interventions. Please find exemplars located in our Related Services Resource Manual, Social Stories for COVID, and Coronavirus_Lesson_Final. Based on the results of our Valley's Parent/Guardian Return to School Survey, our team of social workers provided support and resources to families who identified the need for food assistance during this time. Additionally, the survey allowed families to identify the need for technology assistance and hardware, as well as their need for training in the areas of technology, social emotional supports, and expectations for structured learning time. Training will be offered to families at the beginning of the school year and throughout the school year, as needed.

(e) Academic Calendar - 2020-2021 Revised Academic Calendar

H. Other: Valley Collaborative does not currently have "other" information to provide at this time.

I. Certification of health and safety requirements: Districts will need to certify that they meet the final health and safety requirements issued by DESE, which can be downloaded from the following links:

- Initial Fall School Reopening Guidance
- Fall Reopening Facilities and Operations Guidance
- Comprehensive Special Education Guidance
- Guidance for Courses Requiring Additional Safety Considerations for Fall 2020
- Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings
- Career/Vocational Technical Education Reopening Guidelines

- Fall Reopening Transportation Guidance

Valley Collaborative confidently certifies that it is in full compliance with the health and safety requirements issued by DESE in the above communications.

Valley COLLABORATIVE

Central Administration Office

*25 Linnell Circle, Billerica MA 01821 * Tel: (978)528-7800 * http://www.valleycollaborative.org*

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Heather Valcanas, Director of Adult Transitional Services
Date: August 6, 2020
Re: 1 year lease ext. of Property at 17 Bridge St. for Adult Programs

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Due to the dissolution of lease negotiations with Connector Park Equity Partners, LLC ("Connector Park") for the premises located at 41 Wellman Avenue, Lowell Massachusetts for the expansion of our Adult Services Programs, Valley Collaborative began discussions with MacCormack Properties, LLC, to extend our current lease at 17 Bridge St. Billerica, MA through June 30, 2021.

MacCormack Properties, LLC has offered to extend the lease at 17 Bridge St. through June 30, 2021 with an annual increase in rent of $2,000.00.

Our recommendation is for the Board to accept the proposal to finalize a 1 year lease ext. of property at 17 Bridge St. for Adult Programs.

Required Action:
Vote to approve a one-year lease extension

Attachments:
Email from Stephen MacCormack Lease Extension for 17 Bridge Street

From: Steve Maccormack
To: Heather Valcanas
Cc: Steve Maccormack
Subject: [*EXTERNAL*] Lease Extension for 17 Bridge Street
Date: Wednesday, August 5, 2020 2:32:52 PM

Hi Heather,
We would be willing to extend your lease thru 6/30/2021 at a total increase to your firm of $2,000 for the term to be divided monthly going forward thru the end of your extended lease term.

Thanks
Stephen MacCormack