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## **EXECUTIVE SUMMARY – MILESTONES FALL REOPENING**

Beginning in Massachusetts in March, 2020 the impact of COVID-19 on education was unprecedented, and within Milestones this was no exception. The learning environment for our students and staff shifted very suddenly and dramatically due to health and safety precautions, and the global health crisis has since altered elements of the way we interact, instruct, and engage in our schools. The pandemic has required school leaders, educators, and State officials to reimagine and continually refine alternate educational models to strive to best incorporate the unique and diverse needs of our students while ensuring that the health and safety of each school and broader community remain at the forefront.

During the spring and summer months, Milestones has been humbled to receive significant positive feedback from families, staff, public district colleagues, and professional community members for our responsiveness, innovation, and our delivery of instruction during this period. We have stayed in frequent two-way communication with our families and faculty to provide updates and solicit input regarding our instruction and to preview our goals for the fall. While the local incidence and containment of COVID-19 will continue to drive school planning decisions, Milestones has collaboratively developed a careful and methodical approach that achieves our central goal. **Consistent with the requests of our families and goals set forth by the Massachusetts Department of Elementary and Secondary Education (DESE), the CDC, and the American Academy of Pediatrics we are planning to extend our onsite programming at Milestones to full capacity this fall, in a safe and responsible manner to best serve those we teach and lead.**

- **Instructional Model Decision For Reopening:** As referenced in our welcome letter (on page 8), Milestones' feasibility analysis determined that we are able to offer the recommended model of full onsite instruction this fall, while exceeding State health and safety guidelines (*i.e., note: this decision will remain contingent upon public health incidence rates not requiring a shift to a more restrictive model*). **Based on present health and safety conditions (as of 8/12/20), all students are invited to participate in full onsite instruction this fall, which is our preferred and recommended instructional model.** If families are not comfortable sending their student onsite, they may opt for synchronous remote instruction instead. Furthermore, a small percentage of parent/guardian survey responses identified that there may be select families who are interested in onsite instruction but may not be comfortable with full onsite participation. As we are aiming to engage students onsite as much as possible, students will be permitted to participate through our hybrid model, if requested. We understand that families' comfort level may change over time. If families initially opt for remote instruction but later wish to have their student participate in onsite instruction, this will be permitted. However, DESE has acknowledged that schools may need a reasonable transition period (ideally not to exceed 3-4 school weeks) to plan for scheduling changes

to ensure appropriate classroom space and coverage, health and safety compliance, and for public districts to arrange transportation. All three instructional models, which include health and safety restrictions, are outlined in detail in this comprehensive plan. DESE has advised that schools should be prepared to potentially shift and pivot between models during this school year, if warranted, due to health and safety within our school and in Massachusetts.

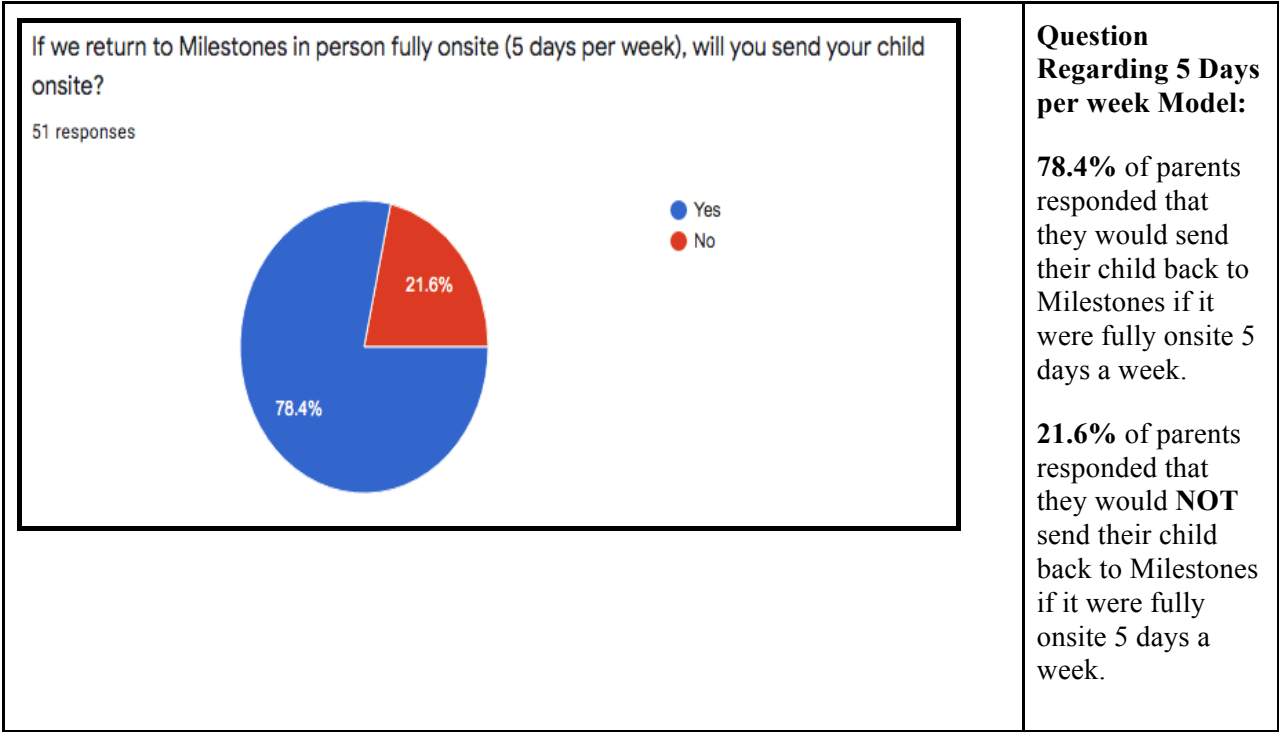
- **Fall Start Date and Transition Period:** Milestones' fall programming will begin Tuesday, September 8th (the day after Labor Day). Although some public districts will offer a delayed start date to complete professional development requirements for faculty, this does not apply to approved private special education schools. Milestones' task force has recommended that the most fluent and prudent process to promote a smooth fall reentry in our setting will be to gradually increase onsite instruction over the course of 3 weeks. This summer we offered a hybrid model of instruction, with a 25% in-person capacity restriction and shortened hours when students are onsite. From September 8th-25th, we will increase our onsite learning time to offer a 50% hybrid model of instruction (i.e., 2 cohorts of students, each attending 2-3 days onsite per week, for full school day hours). We are scheduled to begin our full onsite instructional model on Monday, September 28th. This thoughtful transition period will enable us to: best monitor the ongoing health and safety of our staff and students as onsite capacity increases, review the fidelity of our safety protocols with increased capacity, support our students' executive functioning needs, and offer an emotionally supportive transition period for both staff and students.
- **Feasibility Study Analysis:** As an approved special education day program, Milestones services students who require out of district programming and year-round instruction through their IEPS. Massachusetts has emphasized the importance of prioritizing in-person programming and services to vulnerable populations, including high-need students with disabilities to the extent that it is safe and feasible to do so. Milestones has determined that all of our students due to the nature of their disability (or disabilities) fall in the "high-needs" category. Milestones has stayed focused on this mission as we developed our reopening plans this summer and as we have evaluated our preparations for the fall. We are fortunate that our operational structure and setting have numerous inherent advantages that equip us to offer full onsite instruction.
  - **Ability to Exceed State Mandated Regulations:** First, Milestones is able to meet and/or exceed all state guidelines surrounding health, safety, and instruction to allow for a full onsite entry. For example, through our mandated small class sizes, small total schoolwide staff and student capacity, ample classroom space, and the additional use of re-purposed areas for instruction and office space, our spacing analysis confirmed that we are able to continue to achieve the preferred 6 feet of social distancing (more than the required 3 feet). As an out of district program, we do not coordinate and oversee transportation; therefore, we are not

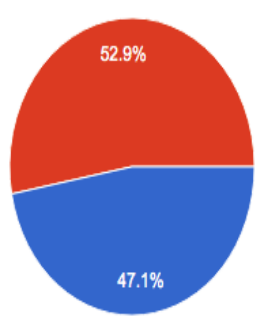
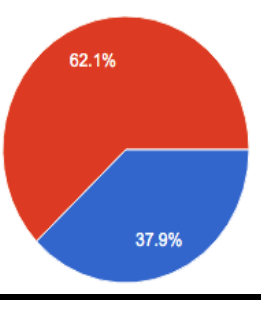
challenged by bus capacity and scheduling restrictions. We have budgeted for ample COVID-related resources such that we presently exceed PPE supply requirements, and we have contracted to continue a deep disinfection cleaning from a third party every night Monday-Friday throughout the school year, which allows us to offer onsite instruction on all 5 school days. We began conducting required staff and student trainings in June; therefore, our professional development requirements have been fulfilled. We are fortunate to have extensive technology resources such that we are equipped to conduct synchronous instruction, and we have high quality full time nursing support and an approved designated safe room to meet health and safety guidelines. Furthermore, as a therapeutic day program we have well established social and emotional programming for students and a robust Employee Assistance Program and wellness resources for staff. Milestones is able to attest to compliance in all regulated areas for a full onsite reentry this fall.

- **Successful Summer Transition:** Milestones has been operating a highly successful hybrid model of instruction this summer, which required much of the pre-planning necessary for a fall reopening (ex: building set-up changes, cohorting students, implementation of hygiene and health attestation practices etc). This has also afforded us time to complete valuable upgrades (ex: the installation of contactless faucets; the enhanced engineering control by our building management company of increasing outside air flow to run 24-7). With 69% of our students participating in onsite instruction this summer, our community has remained healthy to date and we have benefitted from this advantageous period that has allowed us to: resume partial onsite instruction and service delivery, work with our onsite students and staff to practice and refine our new health and safety protocols, and collaborate with our faculty to enhance methods for integrating supports for both our onsite and remote learners.
- **Leadership and Community Engagement:** Milestones has diligently ensured that our leadership and school community are informed regarding the most up to date guidelines, training, and recommendations for schools surrounding COVID-19. Milestones is fortunate to have 12 talented team members who have been collaborating in an internal task force since May to plan for our school's safe reentry. Our CEO, Kim Rockers, is also a member of maaps' Reentry Working Group that is collaborating to advise special education day and residential programs regarding reentry plans, and our School Nurse, Lyn Ross, is actively involved in both the maaps Nursing Working Group and the National Association of School Nurses. Both Kim Rockers and Lyn Ross completed certification training as COVID-19 Safety Managers. Members of our leadership team have consistently participated in all special education advisory meetings conducted by DESE and all membership meetings held by maaps since March. To promote staff engagement and collective planning, we began increasing the frequency of

our All Staff meetings in March, and we have invited input and feedback from parents/guardians through the opportunity to complete surveys, participation in Town Hall discussions, and ongoing communication with students’ designated case managers and members of our administration. Our task force has consistently listened to and reviewed all feedback and inquiries and have regularly incorporated this information into our planning.

- **Models that Are Consistent With Parent/Guardian and Staff Feedback:**  
Milestones conducted a survey open to all families in July to assess their preferred model for instruction for their student and preferred hybrid schedule (i.e. choices included 2 cohorts each attending a few school days per week versus 2 cohorts each attending alternate full weeks). We also surveyed faculty regarding their preferred hybrid schedules. **Survey results demonstrated that a large majority (78.4%) of Milestones families intended to opt for full in person instruction, if available. Parent and guardian preferences regarding a hybrid model were split fairly evenly with a slight preference (52.9%) for a schedule where students would each attend a few days per week. Staff endorsed a strong preference (62.1%) for the same hybrid scheduling model of cohorts each attending onsite a few days per week.** Milestones’ decision to offer full onsite instruction is consistent with the strong majority of families’ preference, and Milestones’ selected hybrid model is consistent with the preference of both families and staff as well.



<p>In the event that a hybrid model must occur, which model is preferable for your family?</p> <p>51 responses</p>  <ul style="list-style-type: none"> <li>● Milestones will divide students into 2 groups of students (Group A and Group B). Each group attends onsite on alternating weeks (one week onsite, followed by one week offsite).</li> <li>● Milestones will divide students into 2 groups of students (Group A and Group B). Each group attends 2 days per week.</li> </ul>	<p><b>Families' Preference for a Hybrid model:</b></p> <p><b>47.1%</b> Preferred that each grouping attend onsite alternating weeks.</p> <p><b>52.9%</b> Preferred that each grouping attends two days per week.</p> <p>* Note: Following the survey, we determined we can offer 2-3 days of onsite instruction in alternating weeks in a hybrid model to maximize students' onsite opportunities.</p>
<p>In the event that a hybrid model must occur, which model is preferable for your work schedule and family?</p> <p>29 responses</p>  <ul style="list-style-type: none"> <li>● Milestones will divide students into 2 groups of students (Group A and Group B). Each group attends onsite on alternating weeks (one week onsite, followed by one week offsite).</li> <li>● Milestones will divide students into 2 groups of students (Group A and Group B). Each group attends 2-3 days per week.</li> </ul>	<p><b>Staff Perspective on a Hybrid model:</b></p> <p><b>37.9%</b> Preferred that each grouping attend onsite alternating weeks.</p> <p><b>62.1%</b> Preferred that each grouping attends 2-3 days per week.</p>

As a follow-up to this analysis, Milestones reviewed the results of these surveys with families in late July at an open Town Hall meeting and previewed our recommended model plans with families and staff in early August. Families were also issued a second survey in early August that we are presently reviewing to obtain updated student and grade-specific participation estimates. These responses are assisting us with the finalization of our class schedules, staff assignments, and classroom set-ups.

- **Partnership in Health, Safety and Instructional Support:** To ensure that our school operations are positioned to run as safely as possible, ongoing communication between parents, guardians, staff, and sending districts will continue to be paramount. The State guideline regarding the importance of mask use in schools will remain this fall, and we

will continue to require daily health attestation forms for all students and staff who are participating onsite. Our health and safety guidelines continue to emphasize the importance that staff and students should stay home from onsite school if they are ill (with remote instruction remaining available) and must stay in active communication with our school nurse. This cooperation and transparency will remain critical to ensure that our community stays well and to support the sustainability of our onsite model. The forthcoming plan also reviews the steps set forth by DESE and the CDC that schools must follow in the event of a potential COVID-19 exposure or case; if this were to occur, approval from our school nurse would be required for clearance to return onsite to school. Similarly, it is our expectation that staff and families will follow the most up to date Massachusetts Travel Orders/Advisories to further protect the wellness of our community. Finally, we will continue to welcome feedback and recommendations to best support our learners through our reentry process. We encourage input from families through your weekly communications with your student's case manager and by participation in our schoolwide Town Hall meetings and survey opportunities. Our reentry plans reflect an extensive collaboration among stakeholders across our full school community, and together our ideas are stronger, brighter, and most responsible.

We look forward to moving toward our next phase in our reopening process in September. The comprehensive document that follows provides detailed information regarding our instructional models as well as the health and safety practices and protocols that are in place for the fall to set us up for safety and success. As we will continue to stay reflective and embrace opportunities to refine our practices, this plan may be revised and reissued in the future to incorporate updated resources, advisories, and/or policy changes.

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August 10, 2020

Dear Milestones Day School Community,

On June 25<sup>th</sup>, 2020 Education Commissioner Jeffrey Riley issued the *Initial Fall School Reopening Guidance* to all schools across the Commonwealth, and throughout the summer, the Massachusetts Department of Elementary and Secondary Education (DESE) has issued a series of supplemental guidance that Massachusetts schools must follow and incorporate into their reopening plans for the fall. Comprehensive guidance documents may be viewed by visiting: <http://www.doe.mass.edu/covid19/>. State-level guidance regarding schools' fall reopening in Massachusetts has included insight from pediatricians and public health officials, who have endorsed the goal for as many students to return onsite for in-person instruction, as it is safely and feasibly possible while implementing required parameters to minimize risk. DESE has also emphasized the priority importance of providing in-person programming and services to the highest need students, including special education students similar to the Milestones population. Furthermore, recent guidelines issued by the CDC in late July have similarly endorsed the importance of offering onsite instruction to students this fall to the extent that it is safe and feasible: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>.

DESE has established required safety restrictions that are necessary in order for schools to offer onsite instruction this fall, which include but are not limited to: students and staff maintaining a social distance of a minimum of 3 feet (but with 6 or more feet being required when masks are not in use), the continued use of face masks for students in grades 2-12, clustering students in cohorts as much as possible to minimize exposure, and adhering to specific safety protocols for students and staff regarding restricting illness and following established procedures to limit COVID-19 exposures.

DESE has directed all districts to develop three potential models for instruction beginning in the fall: remote learning, hybrid (i.e., partial onsite instruction and partial remote), and a full in-school program. When onsite instruction is achievable, parents/guardians are able to choose whether they opt for their student to participate in onsite instruction or to instead participate through a full remote model. In addition, as we continue to operate in the midst of a pandemic, schools are expected to remain vigilant to the risks associated with COVID-19 and must be prepared to potentially shift instructional models during the school year, if there were to be negative changes to the health and safety climate within our school or if there is a resurgence within the broader Massachusetts community.

The administration at Milestones is very pleased to announce that based upon the current environment and issued guidelines, we are well-positioned to achieve the goal set forth by DESE to invite all of our students back to school full time in September. We will offer synchronous instruction to those students whose families opt for a remote model. Based upon the unique profile of our school population, our reentry task force determined that the most fluent and prudent process to support our fall reentry will be to gradually increase our onsite instruction to full capacity over a period of the first 3 weeks of fall programming. The hybrid period from September 8<sup>th</sup> -25<sup>th</sup> will allow us to: best monitor the ongoing health and safety of our staff and students as onsite capacity increases, review the fidelity of our safety protocols with increased capacity, support our students' executive functioning needs, and offer an emotionally supportive



transition period for both students and staff. We are scheduled to reach full onsite capacity beginning Monday, September 28<sup>th</sup>.

As you are aware, Milestones opted to re-open to onsite instruction in phases. Through Phase 1, which is taking place this summer, we have overseen a highly smooth and successful hybrid model of instruction (i.e., operating at a daily 25% restricted onsite capacity). This summer instructional model afforded us a valuable early opportunity to implement strict health and safety protocols, conduct thorough staff and student training, complete required building changes and enhancements, and refine our methods for best supporting both our onsite and remote learners. As we look ahead to the fall, we have successfully established safety plans that will exceed the guidelines for full onsite instruction, as we believe this will best equip the Milestones community to remain as safe and healthy as possible. In the document that follows, we outline the details of our 3 proposed instructional models as well as the factors that contributed to our fall reentry decision.

Thank you for your ongoing collaboration, support, and involvement in our important work. Our families' ongoing participation this summer through responding to surveys, engaging in our virtual Town Hall discussions with Task Force team members, donating supplies, and sharing feedback with our faculty has been tremendously valuable. Our fall reentry plan is highly responsive to the requests of our community, and we truly look forward to welcoming back more of our students in the fall in a safe, thoughtful, and supportive manner.

Sincerely,  
Kimberly Rockers, Ed.M.  
Chief Executive Officer

## **ACKNOWLEDGEMENTS**

Working through the complex challenges of providing robust instruction during this unprecedented period, has required tremendous teamwork. Milestones wishes to acknowledge the important contributions that have helped us develop our reentry plans.

We especially extend great appreciation to the multidisciplinary members of our Milestones task force for their tremendous dedication, thorough research, tireless work ethic, and extensive creativity that they have demonstrated to best support both our onsite and remote learners and to contribute to the development of a comprehensive plan. Thank you to the following task force team members:

<b>NAME</b>	<b>TITLE</b>	<b>RESPONSIBILITY/ROLE</b>
<b>Kimberly Rockers</b>	Chief Executive Officer Selected Member of Maaps Reentry Task Force, Completed COVID-19 Safety Management Certification Course	Meeting Facilitator; Represent information from Maaps Reentry Task Force and DESE; Oversee school-wide communication
<b>Alex Smith-Michaels</b>	Founder and Chief Operating Officer President of the Board of Directors & supervisor of clinicians	Board of Directors Representative; Act as Liaison with Clinicians
<b>Deborah Abbott</b>	Chief Financial Officer	Oversee financial approvals
<b>Kirsten Esposito Balboni</b>	Principal	Co-Lead Academic and IEP related Planning as well as participating in re-entry plan
<b>Gillian Warwick</b>	Special Education Administrator	Co-Lead Academic and IEP related Planning as well as participating in re-entry plan
<b>Lyn Ross</b>	School Nurse, Member of the Maaps Nursing group and the National Association of School Nurses, appointed COVID response leader for Milestones, and completed COVID-19 Safety Management Certification Course	Lead Medical Health related Planning; Represent information from maaps Nursing Task Force; Act as Liaison with DPH, Waltham Board of Health and Consulting Physician
<b>Shane Mayhew</b>	School Operations Manager	Oversee facilities management planning; Oversee social distancing/safety protocols
<b>Heather Miller</b>	Human Resources	Oversee HR-related planning; Research and represent employee wellness activities
<b>Amanda Leibowitz</b>	School Psychologist	Advocate/Consultant for mental health supports for students and staff
<b>Heidi Warren</b>	Project Manager	Oversee project management

		(completion of action items, communication among team members, research analysis and data collection); collaborates with School Operations Manager on facilities set-up and oversight
<b>Brittany Asselin</b>	Executive Assistant	Collaboration on Developing Schedules, Administrative Support
<b>*Sarah Folk (as needed)</b>	Head of Admissions	Optional participant for contributing Leadership Insight and Planning for new students

In addition, we are grateful to the Massachusetts Association of 766 Approved Private Schools (maaps) for their extensive advocacy for private special education programs during the pandemic and for the extensive collaboration among member schools toward our collective reopening plans.

Furthermore, we would like to offer recognition for the guidance and support of the Waltham Board of Health and our consulting physician's team (office of Dr. James Hackett) for their valuable consultation.

And we thank our full faculty, students, and families for your valuable participation in our reentry planning and for your partnership during the spring and summer months. We appreciate our families and staff who participated in surveys and feedback opportunities so we could gather much needed information as we develop a plan for the 2020-21 school year that maximizes safety and education for all students. In the classroom, our faculty members have shown exemplary skill, patience, and motivation to best support our students through both remote and hybrid instruction. They have also offered valuable insight and recommendations to refine our practices, while successfully balancing family and personal responsibilities. Similarly, our students and families were faced with a very sudden and unexpected school environment change in response to the pandemic, and your responsiveness showed admirable flexibility and inspiring levels of support.

Certainly, we are humble that there will continue to be opportunities for ongoing learning in the current climate. The strength of the Milestones community is impactful, and thank you for preparing with us to operate safely and best promote our students' academic and therapeutic success.

With gratitude,  
Milestones Executive Leadership Team

## **REOPENING RISK REDUCTION PLAN**

The novel coronavirus (“COVID-19”) is extremely contagious and believed to be spread from person-to-person contact, mainly through respiratory droplets produced when an infected person coughs, sneezes or talks. Spread is more likely when people are in close contact with one another. To prevent the spread, federal, state, and local governments, as well as federal and state health agencies, recommend several health and safety protective measures. Included in these measures are washing hands, maintaining distance between oneself and others, covering mouth and nose with a mask or face covering when around others, covering coughing and sneezing, cleaning and disinfecting surfaces frequently, and monitoring one’s health daily. Milestones has put in place preventative measures, new procedures, protocols, and policies, undergone trainings, and purchased necessary protective safety equipment to reduce the spread of COVID-19. However, due to the contagious nature of COVID-19, your children may be exposed to or infected by COVID-19 while attending Milestones. As with any setting where individuals will be in contact with other individuals, the risk of exposure to COVID-19 exists. Though significant preventative measures are being taken, the contagious nature of this virus prevents elimination of risk of exposure.

Our goals are:

1. To keep students and faculty safe by reducing the risk of potential infection and the spread of COVID-19.
2. Provide robust educational and therapeutic programming for all students.
3. Continue to create our sense of community and engagement regardless of which learning platform students use.

We count on all members of our community to cooperate with the CDC, local guidelines, and Milestones’ policies to promote safety. As the world learns more about understanding COVID-19 and preventive measures, our guidelines may evolve. As of today, we know that social distancing, diligent hygiene practices, and mask wearing are the best preventive measures and expect that our community members will abide by these guidelines both in and out of school. In this way, we have the best possible protection from this virus.

In terms of our general school policies:

- **TRAVEL ORDERS:** To keep our community safe, we request that faculty and families stay abreast of and abide by Governor Baker’s updated travel orders. Milestones is recommending restricting travel except within the states that are identified as lower risk. We expect that community members will notify Lyn Ross (School Nurse) and/or Heather Miller (Human Resources) of any travel plans outside of these lower risk states so that we can plan for the necessary quarantine period.
- **MASKS:** All students, faculty, and visitors are expected to wear masks or face shields (if a mask is not possible). If a student refuses to wear a mask s/he will be offered a face shield. If s/he refuses the face shield, that student will remain 6 feet apart at all times from others. Frequent and regular mask breaks will be offered to students, preferably outside, weather permitting. Students should provide a mask from home. It is recommended that parents/guardians pack an extra mask for students if they wish to

change out a mask during the school day. In the event that the student's mask becomes unusable, Milestones will provide a new mask.

- **MASK BREAKS:** "Mask breaks" are permitted throughout the day, and at least 2 per day are required by DESE this fall. Students will be allowed to take a brief break outside where they are allowed to remove their mask appropriately. While outside students and staff must maintain a minimum of 6 feet of distance. Before returning into the building the mask needs to be placed back on and hand sanitizer must be used upon entry at the bus door. Staff and students will follow the entering classroom guidelines. We recommend staff and students bring an umbrella, coat, and/or rain jacket if a student needs a break outside in inclement weather.
- **CLEANING:** Throughout the day, Milestones' custodial staff will clean high touch areas. Once students have left the building, a nightly deep cleaning 5 days per week will occur using appropriate and approved disinfectants. Milestones has positioned cleaning/disinfection supplies around the school. Every classroom has hand sanitizer available and teachers encourage students to use this product multiple times per day. Upon entry and exit of the building, all students and faculty must sanitize their hands.
- **HAND SANITIZER:** Supplies for hand hygiene are adequate and placed appropriately throughout the program. There are hand sanitizers located in the following areas: Entry to each classroom, in both primary entry/exit areas, all offices and meeting spaces, as well as near the safe spaces.
- **SINKS:** Milestones has installed all contactless faucets throughout the building to help promote safety during hand washing. In an effort to limit hallway traffic and crowding we ask staff and students to use sinks closest to their assigned classroom. Frequent hand washing for staff and students will be encouraged and monitored as it is a best practice preventive measure. There is enough soap located near all sinks to accommodate the frequent hand washing.
- **ARRIVAL/DISMISSAL:** Buses and parent vehicles will be unloaded one at a time. Once a student exits the bus or parent vehicle they will need to put on a facemask before entering the building (they might already be wearing one while on the van). Students will be prompted to hand sanitize and will drop off daily attestation forms with the school nurse (or designee) if one was not completed online before heading to their homerooms. Students will proceed straight to their homeroom. Lockers are closed to limit hallway traffic; students should keep belongings from home under or beside their desk. We encourage students to bring in just the materials they need and bring them home when they leave. Students will be dismissed by bus or parent vehicle, with one bus/vehicle being called at a time to promote social distancing. Additional time has been allocated toward our bus dismissal process to allow for staggered exiting prior to a 3:00pm dismissal.
- **CLASSROOMS:** All classrooms contain a maximum of 9 students. When entering the classroom each staff/ student should pump 1-2 pumps of the hand sanitizer into their hands by the door and proceed directly to the assigned seat in the classroom. Desks are marked off and spaced 6 feet apart. All desks are labeled with the student's name and are

facing forward. No sharing of desks will occur. All students have their own assigned computers and materials, which are not shared. Students will place all their materials under or beside their desks. Classroom materials that potentially could have shared contact (e.g., microscopes, academic manipulatives) would be sanitized between use. Care has been taken to create classes that provide the appropriate level of support and instruction to our students to limit the necessity of transitions; however, in a few specific cases, some High School students will need to change rooms in order to access the appropriate academic or therapeutic cohort/ class. In these cases, students will be escorted from room to room and these shifts will be limited throughout the day. If a student needs to leave the room for a break or bathroom use, they must be escorted from a safe distance from staff to their destination. Before leaving the room, students and staff will pump hand sanitizer in hands before exiting. When returning from a break or bathroom students and staff will follow the entering a classroom expectation. Floor decals that remind staff and students to stay 6 feet apart have been placed throughout the hallway to promote social distancing.

- **RESTROOMS:** We have decreased the number of students permitted in the bathrooms. Only one student will be permitted in the bathroom at a time. Students must wash hands after use of the bathroom. Students have been trained in proper hand washing techniques (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). A hand washing poster is visible in front of the sink with proper hand washing steps. When returning to class students shall follow the entering the classroom expectations.
- **MEALS:** Students will eat in their homerooms at their desks or outside as weather permits. (When eating, students must be positioned at least 6 feet apart; therefore, an alternate room would be utilized, if necessary to achieve required distancing). Desks will be washed/disinfected before and after all meals by classroom staff, or students, if appropriate. Students will wash/sanitize their hands before and after eating and will disinfect afterwards. Students may either bring lunch/snacks from home or they may elect to buy a pre-purchased lunch option from the cafeteria. Students are not permitted to share food. If students elect to buy lunch, a staff member will pick their lunch up as students are not permitted in the cafeteria to reduce contact. We strongly suggest bringing in multiple bottles of water/drinks each day as our water fountains are closed until further notice. While eating students are allowed to have masks off but must remain in their seating area until everyone is done eating. After lunch is completed, masks need to be put back on.
- **HALLWAYS:** Floor decals that remind staff and students to stay 6 feet apart have been placed throughout the hallway to promote social distancing. Lockers are closed to limit hallway traffic; students should keep belongings from home under or beside their desk. We encourage students to bring in just the materials they need and bring them home when they leave. Students will be escorted to and from destinations throughout the building to ensure social distancing occurs. Staff will be assigned strategically throughout the school to ensure high traffic times are monitored and social distancing occurs.
- **AREAS CLOSED UNTIL FURTHER NOTICE:** Sensory Rooms (i.e., our occupational therapists will be teaching students alternatives for regulation and breaks are still available), gym, student kitchen, art room, music room, and cafeteria.

- **IEP MEETINGS:** To minimize potential spread of infection, we strongly encourage that all IEP meetings be held remotely until further notice. Virtual meetings that have been held thus far have been successful.
- **PREVENTING ILLNESS:** All faculty have undergone comprehensive training on COVID-19 procedures including, but not limited to, proper sanitation and cleaning, symptoms to watch for, proper PPE removal and disposal, etc. Every family and faculty need to provide a daily attestation that they are not displaying any COVID-19 symptoms prior to entering the building. Students without this attestation will not be permitted onsite instruction for the day.

If a student or faculty is exhibiting symptoms prior to entering the school building they must stay home and contact Lyn Ross, school nurse. In order to have a safe building and community partnership, please do not send sick students to school. Students are permitted to participate remotely.

If a student or faculty is exhibiting symptoms at school, that person will be seen by the nurse immediately and put in our COVID-19 isolation room. The student's parent/guardian will be called to pick him/her up immediately and the student will remain in the COVID-19 isolation room until they arrive. The faculty member will go home. Faculty and students who exhibit symptoms will be asked to isolate and see their doctor as soon as possible. If the person has a positive COVID-19 test, Milestones will follow DESE regulations and collaborate with the proper Board of Health authorities regarding any directed notifications while maintaining confidentiality of the individual. The individual will not be able to return to the school building until they are cleared according to regulations, which will be confirmed to be in compliance by our school nurse.



### KEY ACTIONS FOR INDIVIDUAL COVID-19 EVENTS (i.e, as issued by DESE)

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	If an individual is symptomatic <u>at home</u> , they should stay home and get tested.  If an individual student is symptomatic <u>on the bus or at school</u> , they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.  If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-

	home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.		isolation for at least 10 days <b>and</b> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <b><u>is not tested</u></b>	Remain home in self-quarantine for 14 days from exposure

## OPTIONS FOR FAMILIES

Milestones’ options for available models of education and learning will depend upon the Centers for Disease Control, Department of Public Health and/or Waltham Board of Health, the Department of Elementary and Secondary Education, and Governor Charlie Baker’s direction. Their guidance is based upon the number of COVID-19 cases in our Commonwealth and safety and wellbeing for our students and faculty. Additionally, Kim Rockers, Alex Smith-Michaels, and Deb Abbott will monitor health indicators within the district and state and make adjustments as necessary, with appropriate compliance with DESE regulations and consultation with the Waltham Board of Health. Having consistent schedules will help us successfully pivot to whichever model is needed at the time.

We anticipate having three models available for families:

- All in-person education where school resumes as before (with additional safety precautions).
- A hybrid model where students attend school in person half the time and the other half learn from home via synchronous remote learning. For example, 50% of students (cohort A – high school and post high school) will attend school on Monday and Tuesday and every other Wednesday and (cohort B – middle school and elementary school) will attend school on Thursdays and Fridays and every other Wednesday.

	Mon	Tues	Wed	Thurs	Fri
Week 1	Cohort A	Cohort A	Cohort A	Cohort B	Cohort B
Week 2	Cohort A	Cohort A	Cohort B	Cohort B	Cohort B

- A fully remote model where all students and faculty would be taught online with synchronous “live” lessons throughout the day. However, unlike the spring of 2020, students are provided will full day learning opportunities with breaks in between classes.

Milestones will always strive to have in-person education available to students when it is safe. Regardless families will have the option to select which model best fits the needs of their family and at any time during the year may opt to switch available models (e.g., a student may start out remotely, but after several weeks may switch to a hybrid model). While switching options is a possibility, it may take up to 3-4 weeks to finalize classroom logistical plans within Milestones and in collaboration with a student’s sending district.

## **MILESTONES' 3 MODELS FOR INSTRUCTION**

### **Comprehension Plan for Day to Day Programming**

As a result of COVID-19, DESE guidelines provide explanations and recommendations that Milestones has taken into account as we plan for three models of instruction for Fall 2020. The document is broken up into those three models:

1. Full In-Person Instruction (with the option of some students selecting remote)
2. Hybrid Instruction (a combination of onsite and home synchronous learning)
3. Remote (all instruction virtual at home with synchronous learning)

Below outlines the various sections of the day to day workings of Milestones, the changes and shifts in practice with explanations. These three models will need to demonstrate an approach that can be transferable between models in order to be able to shift if guidance and health requirements indicate a transition in programming. The three models will adhere to the same schedule and curriculum.

#### **Definition by DESE:**

##### In-person learning model:

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

In this model, we understand some families may opt to have their children remain remote or hybrid. Given the size of our population, we have accommodated this over the summer and rather than setting up “Academies” as other districts, we will continue to have students participate remotely synchronously with daily instruction. Over the summer we have begun to implement this successful model. As we work with our Technology Committee, we are identifying trouble areas and developing plans for the optimal teaching platform.

##### Technology Platform:

We are a Google for Education school which means we utilize Google as our platform. We have a technology committee that provides training, videos, screencasting, powerpoints and live streaming features to ensure our families, staff and students are knowledgeable and technologically savvy. All staff use Google Classroom for assignments, postings, announcements, and materials/articles/links.

Students have been provided with Chromebooks. The change during COVID-19 has been that although we moved away from dedicating a Chromebook to individual students, we have reinstituted assignments of devices to minimize exposure and shared use. With the transition to onsite learning, each student is provided with a dedicated Chromebook to be used solely by that

individual. Travel cases are utilized for safety in travel to and from school as needed. The computers are able to go home if computers are not available to ensure full access to our school platform.

#### Arrival:

All van or parent drop-offs will be directed to the bus door on the side of the building where individual students will be invited to enter one vehicle at a time. All students will provide their attestation/health check form with a nurse (if it was not completed online) as well as sanitize their hands upon arrival.

#### Hand Washing / Sanitizer:

Handwashing is required frequently with soap and water for 20 seconds as per CDC guidelines. In between, students will need to use hand sanitizer (realistically) multiple times a day as well. Hand sanitizer will be provided. This is a must.

#### Classroom Setup:

Classroom capacity has been identified for each classroom with a 6ft. parameter around all desks. The space is visually marked by tape, and all desks face the same direction for instruction. Students will be encouraged to take movement breaks within the classroom, within their designated space. Excessive furniture will be removed from classrooms to maximize space and minimize multiple surfaces.

Cohort/Homeroom: The cohorts will be assigned a homeroom and students will report to that classroom for the day. This means students will not be able to socialize amongst other cohorts. The interaction will be limited to one setting. This is a change to our model. Milestones will provide an extended lunchtime for students to go outside and socially-distance interact with one another in different homerooms.

#### Attendance:

Attendance will be taken daily for all students, remote or hybrid. Each class documents their individual classes to monitor attendance and participation.

#### Grading:

Students are assessed on all assigned work, both in class and through homework per designed rubrics to help guide expectations. In addition, tests and quizzes, as well as projects are assigned and will contribute to grading. The grading will be universal throughout Middle and High school. Elementary grading remains standards based and will be assessed accordingly and reflected on report cards.

#### Schedule:

##### Sample In-person schedule

	HS	MS	Elementary	Post High-School
8:30-8:45	Home Room	Home Room	Home Room	Homeroom

<b>Block 1</b> <b>8:45-9:35</b>	Math	ELA	ELA	Therapy Groups (Emotional Regulation, Social Pragmatics, Occupational Therapy) Art/Music/PE
<b>Block 2</b> <b>9:35-10:25</b>	Biology	Therapy Groups (Emotional Regulation, Social Pragmatics, Occupational Therapy) ART/Music/PE	Science	Book Group/Literacy Review
	Possible Mask Break			
<b>Block 3</b> <b>10:25-11:15</b>	ELA	Math	Therapy Groups (Emotional Regulation, Social Pragmatics, Occupational Therapy) ART/Music/PE	Health and Wellness
<b>Block 4</b> <b>11:15-12:05</b>	History	History	Math	Physical Fitness
<b>Lunch</b> <b>12:05-12:35</b>	Lunch Mask Break	Lunch Mask Break	Lunch Mask Break	Lunch Clean up Mask break
<b>12:35-12:55</b>	Social/ Leisure	Recess	Recess	Leisure
<b>Block 5</b> <b>12:55-1:45</b>	Therapy Groups (Emotional Regulation, Social Pragmatics, Occupational Therapy) ART/Music/PE	Science	History	Work Based Learning

	Possible Mask Break			
<b>Block 6 1:45-2:35</b>	Extension and Intervention	Extension and Intervention	PE	Collaborative Group Project
<b>2:35-2:40</b>	Wrap-Up	Wrap-Up	Wrap-Up	Wrap-Up
<b>2:40-2:55</b>	Cash-In	Cash-In	Cash-In	Leisure

#### Services in IEP:

Services outlined in IEP's will be fulfilled as indicated. All attempts to provide this service in-person is preferred. However, based on individual student and faculty's situations, location of services may be affected (e.g., if faculty are teaching remotely, services may be provided by remote delivery). Students receiving services remotely by parental request will have services provided virtually by a designated, qualified staff member.

#### Music / Art:

Per safety guidelines and direction, art and music will be provided virtually and staff will adapt the content to accommodate.

#### Physical Education/Health:

Per safety guidelines, PE will be delivered outside as much as possible. The content will be adapted and altered to include such activities that afford 6 ft distance, using masks at 3 ft distance, and be limited to individual engagement of activities versus sports based.

The Health curriculum will be interspersed to accommodate for weather starting in mid-second semester throughout the winter months unless restrictions are lifted. This instruction and curriculum will be monitored.

#### Life Skills / Independent Living:

Kitchen: Our student kitchen and PHS kitchen will be closed initially and will be reassessed should restrictions be lifted. The reasons are numerous (smaller space, cross contamination of items and utensils, inability to assist in close proximity, etc.). This impacts our life skills instruction and elective offerings.

#### Community Based Instruction (CBI):

Our programming is being redesigned to meet vocational, life, community, travel training, career and readiness and college opportunities. Staff are meeting to develop ways to measure mastery of the curriculum that can be implemented onsite. This will be transferable whether onsite or remote. Explanation of CBI will be explained further in a letter to the participating families and discussed at IEP meetings.

\*For Post High School, internships will be provided and conducted onsite with partner businesses. In addition, community instruction, in a 1:1 ratio, will be reviewed as the post high school programming is heavily based within the community. This will remain an option to



individualize instruction as DESE has provided guidance and we are able to adhere to the space, vans, masks, and hygiene parameters.

#### Sensory Space:

We have two locations for students to utilize to engage in regulatory strategies throughout the day. This helps students refocus, get their bodies ready for learning, and is highly therapeutic. Due to concerns surrounding shared contact of high-touch surfaces, this space is closed temporarily until further notice. The alternatives are designated sensory materials in the classroom for students to use throughout the day. These will not be shared and will be sanitized throughout the day.

#### Movement and self-regulatory breaks:

Students typically are able to walk within the school for functional breaks and movement. Students also are able to take walking breaks outside. Indoor breaks will be limited and monitored by staff to ensure space access. Students will be escorted throughout the school to guide social distancing. This is a change for the students that are building independence and self-management skills.

#### Lunch/Recess:

We have a building cafeteria that we utilize to purchase lunches. This cafeteria has been closed during the summer of 2020, but it will open with restrictions in the fall of 2020. Lunch is typically an opportunity at Milestones to promote social interaction among peers and affords opportunities for independence for our older students. Due the importance of socially distancing and limiting shared contact, however, we must proceed with new limitations.

All students will eat as cohorts in assigned classrooms with 6 ft. of distance apart, or they may be permitted by faculty to eat as a class outside with 6 ft. of distance, weather permitting. The number of students in a room will not exceed capacity to adhere to the 6 ft. of distance.

Recess for middle and elementary students will inherently look different. Middle schoolers will need to engage in alternative activities rather than utilizing the play equipment; however, elementary school students will be able to use the grounds as described below.

This year, within the high school, we are incorporating mini-electives that will promote socialization and fun, while adhering to the restrictions for safety and health.

#### Playground:

Only the elementary school will have access to the playground and all efforts will be made to keep the 3 ft distance with masks on, and 6 ft without masks. The cohort is smaller to prompt distance. Staff will monitor equipment usage, and frequently provide hand sanitizer for students. The equipment will be cleaned and sanitized on a regular basis.

The middle school will be unable to utilize the equipment due to the size and limitations of space. Middle schoolers will have the opportunity to sit outside with friends (social distancing), draw with chalk, walk around the building, or other activities that therapists have set up for these students.

#### Safe Space:

For students that present with imminent risk to harm self or others, we have two safe spaces that are available for students to be escorted. These spaces are significantly smaller than office/classroom areas. In addition, this type of intervention, although rare, requires physical contact between staff and students. At any point that this is a potential, staff will need to approach the scene with full PPE gear (per DESE guidelines), as 3-6 feet of socially distancing may not be able to be maintained. This can be considered a trigger and could result in increased aggression, however, safety and health override the potential unintended reactions. In an effort to desensitize the gear, staff are wearing the gear intermittently throughout the school, upon arrival and dismissal, and in hallways in an effort to minimize the potential correlation of equipment to restraint. Staff will make every effort to provide distance once a student is safe.

#### Field trips:

All field trips will be strictly remote until Massachusetts health restrictions are lifted. Although previously we had incorporated a variety of offsite trips throughout the school year, at this time and until we are advised otherwise, students will be limited to virtual experiences. In order to increase enrichment and extension opportunities, virtual field trips will be incorporated into course content and home/ life challenges will be provided to families to increase engagement at home as well.

Supplies: Students will be required to keep all supplies in their backpack next to their desk. Personal supplies such as games (beyblades), personal electronics and stuffies will be restricted and not permitted in school. Fidgets that are approved for self-regulation will stay with students and remain in their possession.

We expect students will bring a snack and either bring or buy lunch, the school provided Chromebook in the carry case, and ample water. Students will have their own school supplies at their desks. A supply list may be requested by teachers and families will be notified if specific materials are needed.

Beverages: Students have always been encouraged to bring their own water or drinks and are requested to do so. The change in this is student access to school Brita filtration jugs will be prohibited.

#### Extension and Intervention:

In lieu of a dedicated full electives block, the school needs to adjust the schedule to accommodate guidelines. The types of electives that previously have been offered are impacted by the physical, social, and health requirements. As a result, an extension and intervention block have been created. Given the need to provide additional opportunities for learning, this block was specifically designed to afford students an additional block for content areas that will either extend or intervene for student learning. This block is a new element that staff will utilize to help students remain engaged and receive additional support as needed.

#### Courses and Cohorts:

Courses in high school align with graduation requirements and prerequisite courses. In middle school, cohorts are adapted to meet the students' learning. As a result, students are typically able to be grouped between grades to best meet their needs. This year, we have minimized the cross-cohorts to the extent feasible so transitions and exposure is limited as much as possible.

#### Transitions:

Students will transition in and out of the school with staff for mask breaks and walking breaks. Staff will transition throughout the school to classes while students will remain in classrooms. This will decrease the volume of people moving throughout the hallways. This has been implemented already for our summer programming and is working well.

#### Staff assignment:

Our staff will be assigned content classes and they will rotate throughout the school. Most classes have a designated counselor who will remain with students in the classes. In addition, we anticipate that there will be select staff who will need to continue their work remotely on a full or part-time basis. If instruction or services are provided to onsite students by a teacher or clinician who is approved to work remotely, Milestones will work to have services for direct instruction be provided by a different onsite staff member as often as possible and feasible. However, given limitations surrounding employee accommodations, instruction and services may need to be delivered by a qualified remote employee with onsite support.

#### Therapy:

Our program is therapeutic in nature and by design. In-person instruction provides the maximum amount of explicit teaching of skills, in the moment, to assist with the social, emotional, and sensory challenges our students can experience daily. In-person teaching is a drastic improvement from virtual platforms, however, limitations still remain under given circumstances. Interactive lessons will be impacted, as well as co-teaching and push in models which will be limited based on capacity in classroom space. Generalization of skills outside of the school community will also be limited and not introduced to our High School students at the start of school. Our Post High School program may incorporate some 1:1 community based experiences as discussed above. Affording staff and students the ability to take our students off-site for community trips will be revisited again in January 2021.

Specialized Services and push-in/pull out: Direct service to children will occur in-person to the best of our ability based on individual needs and availability of providers. Full services will be provided regardless of the model.

#### Testing/Evaluations:

It is our intent and expectation to provide in-person testing. We will work closely with districts and families to ensure we are providing evaluations that are valid and reliable. The therapists conducting the evaluations may not be the staff that is their instructor. Opportunities for students to conduct onsite testing will be encouraged to continue with testing requirements and timelines, should students be remote.

We shall work with districts and families to determine effective and reliable ways to provide necessary evaluative measures in adherence with state regulatory guidelines. We will obtain waivers or agreements/extensions as deemed necessary as a last resort. According to DESE, “tele-assessments” will be permitted with three established criteria.

- 1.) Students must have a private, quiet space.
- 2.) Professionals believe the testing platform will be reliable with valid results.
- 3.) An adult must be present to serve as a proctor.

Staff will use their professional judgement and determine if the testing meets the criteria for evaluation. Discussion with the families will occur to ensure clarity.

## Definition by DESE:

### Hybrid learning model:

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

The hybrid model will be available for times when we are directed to shift based on COVID-19 cases or a directive from the state. The below sections will solely highlight variations from our in-person model outlined previously.

### Schedule:

Hybrid Model: Cohort Groups A/B will each have 2 onsite and 2 remote days per week, with one additional day per week that alternates between onsite and remote each week (one week Group A is scheduled for a total of 3 onsite days, while Group B is scheduled for 2; the next week Group B is scheduled for a total of 3 onsite days, while Group A is scheduled for 2). On remote days, students will follow the schedule below. This schedule reflects a change in the length of the class time from 50 minutes to 40 minutes to accommodate natural break times for students while in a remote model. The length of the classes are adjusted to accommodate for transitions between classes. Parents/guardians will be provided a calendar regarding our hybrid schedule.

(Hybrid and Remote days)

	<b>COHORT GROUP A PHS Ages 18-22 years old</b>	<b>COHORT GROUP A HS Grades 9-12 and ages</b>	<b>COHORT GROUP B MS/Elem Grades 3-8</b>	
<b>8:30-8:45</b>	Check in with a coach	Check in with a coach	Check in with a coach	Check in with a coach
<b>Block 1 8:45-9:30</b>	Therapy Groups (Emotional Regulation, Social Pragmatics, Occupational Therapy) ART/Music/PE	Math	ELA	ELA
		Bathroom, snack, movement, meditative break time		

<b>Block 2</b> <b>9:40-10:20</b>	Book group / Literacy review	Science	Therapy Groups (Emotional Regulation, Social Pragmatics, Occupational Therapy) ART/Music/PE	Science
		Bathroom, snack, movement, meditative break time		
<b>Block 3</b> <b>10:30-11:10</b>	Health and Wellness	ELA	Math	Therapy Groups (Emotional Regulation, Social Pragmatics, Occupational Therapy) ART/Music/PE
		Bathroom, snack, movement, meditative break time		
<b>Block 4</b> <b>11:20-12:00</b>	Physical fitness	History	History	Math
		Bathroom, snack, movement, meditative break time		
<b>Lunch</b> <b>12:00-12:30</b>		Lunch	Lunch	Lunch
<b>12:35-12:45</b>	Break	Break	Break	Break
<b>Block 5</b> <b>12:45-1:25</b>	Work-based Learning	Therapy Groups (Emotional Regulation, Social Pragmatics, Occupational Therapy) ART/Music/PE	Science	History
	Bathroom, snack, movement, meditative break time			
<b>Block 6</b> <b>1:35-2:15</b>	Collaborative Group Project	Extension and Intervention	Extension and Intervention	PE
<b>2:15-2:25</b>	Bathroom, Snack, Movement, Meditative Break	Bathroom, Snack, Movement, Meditative Break	Bathroom, Snack, Movement, Meditative Break	Bathroom, Snack, Movement,

				Meditative Break
<b>2:25-2:55</b>	Cash in, wrap up, dismissal	Cash in, wrap up, dismissal	Cash in, wrap up, dismissal	Cash in, wrap up, dismissal

#### Movement and self-regulatory breaks:

On hybrid days, the breaks are built in with adjustments to the length of time.

#### Extension and Intervention:

This time will be used as office hours for remote days in this model. Students will have scheduled times to meet with teachers. Teachers will be able to check in with students as well. This allows students to have time away from the screen while still receiving direct instruction for all content and therapies throughout the rest of the day when remote.

#### Specialized Services and push-in/pull out:

Depending on the schedule and cohort, services may end up being remote if the student is not in school on their pull out service day for IEP services. Although in-person is ideal and preferred, having a schedule that is transferable to promote organization and systems was equally considered. Creating a schedule that is predictable with certainty in uncertain times was deemed necessary. Staff schedules will take into consideration for services to be focused on “on-site” days to the best of our ability to ensure at least one pull out service can be in person, if possible.

#### **Definition by DESE:**

Remote learning model:

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

A remote model provides the maximum level of restrictions, the least amount of support for teaching and learning, and inherent challenges that can impact access to a wide scope of standards. We learned that assessing student achievement is difficult to ascertain in a fully remote platform. Assessing mastery looks different in this model, as does the meaning of proficiency as the standards are narrowed and impacted by attendance, frustrations, disconnecting from sessions, and explicit in the moment teaching. These therapeutic interventions are essential at Milestones and a foundation of our programming.

This past spring, we found that remote learning became more academically focused and some students experienced emotional challenges that necessitated the development of individualized plans to provide alternatives. Our typical level of therapeutic onsite support is not available in a remote model. As a result, this model requires family availability, self-directed structure with time management, and creative planning for social emotional development.

Partnerships with families are even more critical as they are the primary source of day to day successes, challenges, and emotional health. Technology and access to the internet is essential for live sessions to enhance learning and interaction. Although phone access is permitted, the level of engagement is compromised. Families with varying socio-economic backgrounds may be at risk of regression and increased learning gaps. Considerations and monitoring will be imperative as we factor in the unprecedented nature of fully remote as a result of a Governor's order or an internal school closing.

Should families “select” remote in lieu of returning, or if a student stays at home due to health concerns or family preference, they remain responsible for attending and submitting work. Milestones will provide a daily check in, but it is not feasible for us to provide multiple individual check ins each day or individual tutoring. We will provide a daily morning check in for remote learners with an assigned coach. We are fortunate that as a small school, we have the ability to have students participate remotely in actual classes that are synchronous with the in-person platform. If the school is open, the student will experience a school day that is the same structure as the onsite (in school) schedule. The day will include transition times, classroom, movement and mask breaks, lunch, electives/recess, in class assistance, and in the moment interventions for students in school. Students at home will be provided with reminders and prompts to return after the established break. In addition, families in partnership with Milestones’ technology committee will need to ensure technology is working (i.e., we do have numerous opportunities for training materials and personnel that are able to assist and troubleshoot).

All students will continue to be marked for attendance by class. Any absences will need to follow our absentee protocol. Grading will remain the same for onsite, hybrid, or remote. An internal tracking system has been in place since early April and will continue as we navigate this school year.

#### Feedback, Grading, and Assessment:

Accountability for learning is essential to providing feedback to students and parents about a student’s progress. In the spring, DESE’s guidance began with a focus on social emotional needs and focused prerequisite frameworks. Schools were guided to support students emotionally and have grading as secondary. As noted on report cards, the fourth quarter grades of 2020 are observed with the pass/fail credit/no credit grading system. As we move into Fall 2020, regardless of a student participating in- person, hybrid or remote, we will be reporting and tracking grades and attendance. We will continue to provide critical feedback to students as part of teaching and learning.

#### Identifying Learning Gaps:

Over the summer, we have focused on wrapping up the skills expected to have been instructed over the past year. In accordance with DESE guidance, we have focused on ways to effectively identify gaps. In the fall, we will formally assess student knowledge to identify gaps in learning.



This will be accomplished via formal and informal assessments, teacher driven assessments, and other measures that are identified as measures.

The use of the Extension and Intervention block created in our schedule will be an opportunity for students to receive additional instructional support.

#### Time on learning:

Time on learning and structured time will be met regardless of the platform. We have a system to promote continued learning whether we are remote, hybrid, or in-person. Our staff have syllabi that will be followed and used as a guide. The frameworks focus on “power standards” to ensure the content is being instructed. The time on learning may be via “live” meets, self-directed instruction, video-taping, flipped classroom model, or a combination. The teachers will be following the scope of the curriculum and take guidance from DESE as needed.

We will continue to individualize the instruction and meet students where they are on a full remote schedule. If health reasons direct schools to be virtual, then considerations need to be made for circumstances outside of the control of school, such as illness, family matters, and impact of home support. All these factors will continue to be monitored and adjusted.

#### Technology Platforms:

All students will have the ability to utilize a school-assigned Chromebook.

#### Schedule:

The remote portion of the hybrid model will continue, as will the various methods to deliver instruction: “live” meets, self-directed instruction, teacher video instruction, flipped classroom model, or a combination.

#### Testing / Evaluations:

We shall work with districts and families to determine effective and reliable ways to provide necessary evaluative measures in adherence with state regulatory guidelines. We will obtain waivers or agreements/extensions as deemed necessary as a last resort. According to DESE, tele-assessments will be permitted with three established criteria.

- 1.) Students must have a private, quiet space.
- 2.) Professionals believe the testing platform will be reliable with valid results.
- 3.) An adult must be present to serve as a proctor.

Staff will use their professional judgement and determine if the testing meets the criteria for testing. Discussion with the families will occur to ensure clarity.

Partnerships with families are even more critical as they are the primary source of day to day successes, challenges, and emotional health. Technology and access to the internet is essential for live sessions to enhance learning and interaction. Although phone access is permitted, the level of engagement is compromised. Families with varying socio-economic backgrounds are at risk of regression. Careful consideration and communication remains essential with supports built in for assistance.

### **Teaching and learning considerations for all models**

#### Interpersonal:

We remember that school is a social place for learners. Students come to school to learn more than academics, especially at our therapeutic school. Keeping our students engaged and connected is paramount and all efforts will be made to ensure relationships remain and continue to be fostered.

#### Instructional Time:

Time on learning is essential, and we utilize every moment of the day for teaching. From time management, organization, initiative, critical thinking, problem-solving, it is imperative that we continue to recognize our students are learning every moment of every day - from arrival to dismissal and everything in between.

#### Therapeutic interventions:

We are a therapeutic school that has a plethora of knowledge and staff that are able to provide direct and explicit instruction. Our students will continue to receive high quality services, from highly qualified staff. Depending on the model, the level support in the moment and in class will be different and when remote, will require scheduled interventions, however, the services will continue to be available.

#### Broad Programming:

We have completely programmed this year to acknowledge and reflect the uncertainty of the health crisis we are facing, the various potential models for educating our students, and the individual and collective needs within our school. We consciously made shifts to most efficiently afford our students the ability to remain safe and healthy to the best of our ability, while creating systems to support development.

## **OUT-OF-SCHOOL TIME PLAN**

This section includes any information about additional supports, instruction, or services the district will provide to students: (a) before and after school, (b) through 21<sup>st</sup> Century Learning, and (c) on the weekends.

For the health and safety of Milestones' students and faculty we have opted to forgo afterschool clubs during the first semester and will reevaluate after that period of time when public health data suggests resuming after school clubs would not be cause for concern. During this pandemic, Milestones has successfully brought students back onsite during the school day by clustering to reduce exposure.

Whether during synchronous or asynchronous engagement, all of our students have regular, two-way communication between students, educators, clinicians, and families to ensure students have meaningful opportunities to connect on a daily basis with staff. At Milestones, all of our groups are small (between 3-9 students) and inherently social skills and facilitation is built in, so peer engagement is prioritized as an inherent part of the lessons. If students are participating through full remote instruction, each student has a staff coach to check in with every morning as well as meaningful conversations with staff throughout the day. Additionally, office hours are always available for individual questions or clarification on information and assignments. Regardless of the platform, students will continue to receive their 1:1 services with clinicians (either in person or via teletherapy using video-conferencing), if these specific services are written into the student's IEP. Once a week, in all instructional models case managers connect with families to share information about how the student's week was which provides meaningful family engagement.

In terms of 21<sup>st</sup> Century Learning, Milestones heavily utilizes technology (learning computer skills, Google for education, and assistive technology) throughout their day. Every student is provided with a laptop or Chromebook. All students are familiar with using Google platform and how to attend online classes and submit assignments. Milestones' Technology Committee team members are available to answer any questions families have and walk them through set up and online learning should they need assistance. For students who were otherwise unable to have internet access, Milestones provided and paid for their connections. All of our students have special needs therefore we have specific classes that explicitly teach social skills, initiative, leadership, flexibility, communication, collaboration, and critical thinking. Depending upon the grade level, these classes are taught 1-2 times per week with additional "push-in" services, as necessary. All lessons are generalized by teachers and assistants in the classrooms. These lessons have continued when we were remote and while operating as a hybrid model, and these lessons will continue in person as planned for the fall.

Milestones programming does not include before school services or programming on the weekends, therefore this is not applicable.

## **STUDENT SUPPORTS AND PROFESSIONAL LEARNING**

This section includes the following information: (a) safety, wellness, and social emotional supports, (b) planning and instruction, (c) assessment and (d) intervention. (e) A school calendar with start date and PD days prior to opening is recommended.

Milestones' COVID-19 task force contains faculty members of various disciplines from our community who advise and weigh in on important decisions related to our school. Included in this task force are: members of administration, the school's principal, nurse, a psychologist, operations manager, project coordinator, admissions' department, and human resources. This task force has been meeting at least once per week since May 18, 2020 with the goal of focusing on student and faculty safety, wellness, social-emotional supports, and instruction/assessment.

In terms of **safety, wellness, and social emotional supports**, Milestones pivoted to an all remote learning platform on March 13, 2020 when it was no longer safe to attend school and successfully brought students back to a hybrid model on July 20, 2020 by using a cohorted schedule. We modified our space by removing furniture allowing for a six-foot distance between students (which is taped out on the floor) and put disks on the floors indicating where students should stand 6 feet apart. We also installed contactless faucets throughout our entire building as well as set up hand sanitizing stations. Milestones set up a separate quarantine station should a person become ill while at school. Additionally, our school's nurse taught proper handwashing to every student and faculty and all of the required DESE trainings. Above and beyond, the school's nurse and our CEO both took a course titled COVID-19 Safety Manager Certification. Additionally, our CEO has participated in the maaps task force re-entry group since late spring and our nurse is a member of the maaps Nurses' Group and the National Association of School Nurses and works in collaboration with the School Health Unit of the Waltham district of Massachusetts Department of Public Health and the regional (Metro-West) MDPH. Milestones also holds regular staff meetings for support and offers an Employee Assistance Program which provides free services related to personal issues, planning for life events or simply managing daily life can affect your work, health and family. Guidance Resources are available that provide support, resources and information for personal and work-life issues. This benefit is company-sponsored, confidential and provided at no charge to the faculty member or their dependents. The Employee Assistance Program can help our staff and their family cope with everyday challenges. Milestones holds regular meetings from 7:30-8:30 when staff receive additional support in learning and teaching during COVID-19 times. Finally, all families and staff are required to submit daily attestation forms stating they and their family members are not exhibiting COVID symptoms during onsite instruction.

Since Milestones is a therapeutic Chapter 766 school, we are very familiar and receive ongoing trainings regarding psychological welfare and First Aid for students. We are accustomed to students who present with maladaptive behavior and have support teams to help create intervention plans and train our faculty on implementation. We are aware of various symptoms that can signify underlying anxiety or depression such as fatigue, physical aches/pains, difficulty with pro-social skills, or even thoughts of suicide.

In terms of social and emotional supports and interventions, Milestones has 3 psychologists who are assigned to various students as a point of contact. Each student also has a case manager who acts as a support staff for assigned students and also communicates both multi-modally and

coordinates multi-lingual/translation (if needed) at least weekly with families/guardians. During these interchanges, the case manager is also reassessing the families' strengths and needs related to technology, food, and other concerns. During these check-ins, case managers discuss how students are doing socially/emotionally as well as academically (especially during remote instruction). Just as we do throughout the year, case managers act as a point person for a student's outside providers (e.g., facilitating collaboration with a student's outside therapist). Milestones has also implemented numerous surveys to families to engage their preferences ranging from the three models to cafeteria reopening. For student support, additionally, we have Occupational Therapists, Speech Language Pathologists, Behaviorists, and a Positive Behavior Interventions Supports liaison who all work with students on a regular basis providing therapeutic groups weekly that focus on SEL, consultation to classroom staff, individual services as indicated in IEPs and serve as adults who consistently model and coach. These clinicians are available to help students cope with a wide range of experiences students may bring into the new school year and how emotions may manifest (e.g., behavior, school refusal, silliness, disengagement, etc.) During the pandemic, Milestones assured that each student had a personal 1:1 coaching check in every day and a morning homeroom meeting where student could share their feelings and talk about their daily plan. Additionally, if students normally received services in their IEP, these services are continuing regardless if we are remote, hybrid, or in person learning. Keeping these relationships has been key to our success. For students who are disengaged, chronically absent, or acting "silly" as a sign of stress, Milestones has held team intervention meetings to create action plans.

Before transitioning from remote to hybrid instruction, our clinicians developed elaborate and concrete social stories explaining what the change would be and why it was happening. These stories have both written and pictorial information. All stories were previewed during the student's homeroom classes and then sent home to families/guardians for reinforcement. All new protocols are reviewed by teachers and therapeutic staff prior to expecting students to follow them. These protocols involve conveying movement breaks, alternatives to the sensory room, mindfulness activities, and many others.

To provide further support, in the 2020-2021 school year Milestones will open a "Multi-Cultural Student Union". Here students (or friends of students) with diverse backgrounds and related interests can come together and celebrate their culture, educate others, and gain friendship. Milestones does provide yearly diversity training to staff as well as additional training around race and recognition including activities surrounding Martin Luther King Day.

**Planning and instruction:** Please see the aforementioned detailed information in our 3 models for instruction.

In terms of **assessments**, as long as Milestones is operating onsite, students will have the opportunity to be assessed in person. If we are providing in-person education (either all in person or as a hybrid model), students will be pulled (as they always are) to receive assessments. If parents elect to engage in remote learning, they will have an opportunity to bring their child in just for testing/assessments. If a parent does not want to bring their child in, to determine eligibility for the 3-year evaluation, Milestones will provide a psychological summary and complete the education form A & B. We will attempt to conduct a remote assessment, however given the nature of the instruments the results may not be fully reliable or valid.

During the pandemic, Milestones has kept families abreast of any changes by frequent emails from both our Chief Executive Officer and weekly emails and phone calls from the student's case manager, open dialogue, and "Town Hall" Zoom calls where task force members presented information about the school and families had an opportunity to ask questions.

Milestones Day School **start date** plans to re-open again for phase 2 for the fall on Tuesday, September 8, 2020, which is our normal re-opening day. All of our COVID-19 and normal before-school opens trainings have occurred in June (prior to opening for the summer), July, and August 2020. Below is a list of our recent and upcoming **professional development** trainings in addition to ongoing faculty team meetings (lower school, upper school etc) that occur weekly:

- 6/11/20 Classroom and building set up, screenings for arrival, COVID-19 isolation rooms
- 6/15/20 Behavior Restraints, New COVID-19 Bathroom Policies
- 6/17/20 Appropriate Mask Use, New Lunch/Snack Time Protocols, New Bus Duty
- 7/7/20 Cleaning and Disinfecting Safety Protocols
- 7/9/20 Workplace Safety Standards and Mental Health Supports
- 7/13/20 COVID-19 Health Related Issues
- 7/14/20 Social Stories and Previewing with Students for Reentry
- 7/15/20 Q &A Regarding COVID-19 and Summer Reentry Policies
- 8/10/20 Positive Behavior Intervention Supports for Students
- 8/12/20 Common Core Academic Training
- 8/19/20 IEP Refresher Course
- 8/17-8/20/20 CPI including Restraint Training
- 9/15 & 9/17/20 Differentiated Instruction (*supplemental training; not a fall prerequisite*).

## **OTHER**

This guidance section includes three supplemental documents.

1. Parent/Guardian guide to monitoring COVID-19 Symptomatic and exposed students
2. The Waltham Board of Health issued approval of Milestones' protocols for reentry prior to our summer re-opening. Please see the following pages of our COVID-19 Workplace Safety Standards Policy, which was issued prior to our summer reopening (and posted to Milestones' website) and has been slightly updated as of 8/12/20 to reflect additional information for the fall.
3. On the last page of this document, you will find our Attestation Poster of our Workplace Safety Policy, which was provided to all families prior to our summer reopening and is posted within Milestones. Milestones has developed and trained staff on a comprehensive COVID-19 Workplace Safety Standards Policy for employees that demonstrates the implementation of our workplace safety standards and expectations including protocols related to social distancing, hygiene, staffing and operations, and cleaning and disinfecting.



## **1. PARENT/GUARDIAN GUIDE TO MONITORING COVID-19 SYMPTOMATIC AND EXPOSED STUDENTS**

This sheet provides information for Parents in the event a student becomes symptomatic with COVID-19 symptoms while at school and/or becomes exposed to COVID-19.

As always, we will monitor students throughout the day for symptoms of any kind, which will include *fever, cough, shortness of breath, diarrhea, nausea, and vomiting, abdominal pain, and unexplained rash*. Children who appear ill will be separated from the larger group and brought to a private room by the nurse's office. For a child suspected of having a fever, a non-contact or temporal thermometer will be used to check the child's temperature.

Parents/Guardians will be called immediately and will have to come to school and pick up their child as soon as possible. If a parent is not available, then the emergency contact designees will be called. The child will be supervised at all times while in the clean sick room. A separate exit will be used to discharge the student. A private bathroom will also be available.

### **Next Steps for Parents/Guardians:**

The parent will need to contact their healthcare provider for further medical assistance once home and will need to contact the school nurse with the outcome of the medical assistance/COVID test results as soon as possible.

### **If a Student Contracts COVID-19:**

Sick students who are COVID-19 positive or symptomatic and presumed to have COVID-19 by their medical provider must not return to school until they have met the criteria for discontinuing home isolation, usually a minimum of 10 days from the first day of symptoms appearing AND be fever-free for 72 hours without fever-reducing medications AND experience significant improvements in symptoms. Release from isolation is under the jurisdiction of the local board of health where the individual resides.

Contact Tracing will go into place requiring that the school and parent cooperate with the Healthcare provider, Waltham Board of Health, and Milestones. All will maintain confidentiality always.

In the event the School experiences an exposure, Milestones will notify all employees and families about the exposure, again maintaining confidentiality, as well as the Waltham Board of Health if a student is COVID-19 positive.

### **Self Isolation Following Exposure or Potential Exposure**

If the student has come in contact with a family member or outside person who is positive for COVID-19 or could possibly be positive, or if a child's household member tests positive for COVID-19 or could possibly be positive, then they must notify the school nurse, self-isolate at home, and be tested 4 or 5 days after their last exposure. The school will consult the Waltham board of health for guidance on quarantine for other children and staff and what additional precautions will be needed to ensure the school space is safe for continued student services.

If an exposed student subsequently tests positive or their doctor says they have confirmed or probable COVID-19, they must stay home for a minimum of 10 days from the first day of symptoms appearing AND be fever-free for 72 hours without fever-reducing medications AND

experience significant improvements in symptoms. Release from isolation is under the jurisdiction of the local board of health where the individual resides.

If an exposed child remains asymptomatic and tests negative for COVID-19, they may return to school once asymptomatic for 24 hours. If an exposed child is not tested, then they must remain in quarantine and continue to monitor for the full 14 days.

## **2. CERTIFICATION OF HEALTH AND SAFETY REQUIREMENTS (effective 8/12/20)**

### **COVID-19 WORKPLACE SAFETY STANDARDS POLICY<sup>1</sup>**

#### **Introduction**

This COVID-19 Workplace Safety Standards Policy (the “Policy”) is intended to provide guidance to employees of the steps Milestones (the “School”) has taken to implement these workplace safety standards and what is expected of employees when returning to the workplace. These workplace safety standards are categorized into four categories: **Social Distancing; Hygiene Protocols; Staffing and Operations; and Cleaning and Disinfecting.** The Policy is subject to change or modifications at the School’s discretion, consistent with or as may be required by, pandemic-related laws or guidance. Milestones would like to acknowledge the work of maaps and the Hirsch Roberts Weinstein law firm for their provision of recommended workplace safety standards to member schools for modification in our local setting.

If you have any questions or concerns regarding the Policy, please contact Kim Rockers - CEO and/or a member of our COVID-19 response task force.

#### **Phased Reopening:**

To promote an orderly and safe return to the school, Milestones has decided to gradually reopen the school in phases. The duration and timing of these phases will depend primarily on public health and DESE/state-level guidance. The phases thus far are as follows: This summer, beginning July 20, 2020 we began onsite hybrid programming at a restricted capacity. During phase 1 this summer, most staff have been assigned to work at Milestones one day per week effective July 20<sup>th</sup>, with certain roles being assigned more often. Students whose families consented for onsite instruction were assigned to one day per week of onsite programming, while completing four days per week of remote instruction. A subset of families opted for full remote instruction this summer. As described in the Executive Summary, Phase 2 is scheduled to begin after Labor Day, 2020 according to a 50% hybrid model for the first three weeks of the fall program (with some families opting to continue full remote instruction). Phase 3 is scheduled to begin on Monday, September 28<sup>th</sup>, when all students are invited for full onsite instruction. A safe return to in-person school environments requires a culture of health and safety every step of the way that will be extended within these phases. Specifically, not one mitigation strategy but the combination of all these strategies taken together will substantially reduce the risk of transmission. NO single strategy can ever be perfect, but all strategies together will reduce risk.

#### **Social Distancing**

**Six Feet Apart:** Physical distance greatly reduces the risk of transmission. As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, when all parties are wearing masks, a minimum of 3 feet of separation is needed according to DESE’s fall reopening regulations; if one or both of the parties are not wearing masks, 6 feet is needed. The School has spaced desks at least 6 feet

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<sup>1</sup> In addition to the areas where specifically noted in the footnotes, you should refer to Massachusetts [industry-specific standards and best practices](#) when developing a COVID-19 Workplace Safety Standards Policy. Consult with your local town or city to determine whether it has additional reopening requirements.

apart, has repositioned desks where applicable so all desks face the same direction, and has developed protocols to maintain social distancing when students are entering and exiting the building and moving through the School to the extent practicable. Further, we have taken additional steps to ensure social distancing and minimize the sharing of equipment, etc such as reduced maximum occupancy at Milestones during Phase 1,<sup>2</sup> reconfiguration of certain spaces, monitored hallways, closure or configuration of common spaces where workers congregate (classrooms, break rooms, eating or kitchen areas, cafeterias), limit in person meeting sizes/utilizing continued virtual forums, cohort work schedules,<sup>3</sup> to ensure employees have the ability to practice adequate social distancing. Further, to ensure social distancing, employees should avoid overcrowding in any work area, confined space, or elevator<sup>4</sup>. In compliance with applicable guidance from the DESE, class sizes at Milestones are not permitted to exceed 9 students. Students organized in groups/ classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimize transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats should be assigned (including classroom, bus, meals).

**Circumstances Where Social Distancing is Not Possible:** Given the work performed by the School and the population served, there may be instances where maintaining social distance is not possible in order to provide services to students. In situations where employees must provide hands-on assistance, such as physical prompting, helping students sit at a desk, manipulating academic materials etc., employees must wear appropriate protective equipment based on the activity and risk level, which will be provided by the School. Further, in such situations, employees should wear long hair up or tied back. If an employee has any questions about protective equipment or circumstances where social distancing is not possible, they should contact Lyn Ross (School Nurse) or the onsite Assigned Director on Duty.

**Enrollment and Capacity:** DESE is not issuing a maximum class size or maximum building capacity for fall programming. Instead, schools must achieve a minimum of 3 feet of social distancing between individuals, with 6 feet or more being preferred. As previously stated, Milestones' class size may not exceed 9 students, and Milestones has designed our classes for the fall to meet the 6 feet recommended distance. Employees are expected to assist the School in adhering to the class size limitations and staffing ratios throughout the school day.

**Toileting Protocols:** Milestones does not toilet/diaper students. However, if a student has an accident resulting in secretions or bodily fluids in the students' clothing, an employee must bring the student to the nurse's office, and we will ask the student to change their clothing, and the soiled will be bagged and sent to the appropriate home.

**Physical Intervention and Restraint Protocols:** Prior to any physical intervention or restraint, where possible, employees should put on disposable gloves, disposable masks or

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<sup>2</sup> Businesses shall limit occupancy within their office space to no more than 50% of either (i) the maximum occupancy specified in their certificate of occupancy/permit/or per state building code, or (ii) in the business's typical occupancy as of 3/1/20. COVID-19 Essential Businesses as of 5/18/20 have until 7/1/20 to comply.

<sup>3</sup> Refer to industry-specific guidance to assess what specific actions should be taken.

<sup>4</sup> Refer to industry-specific guidance to assess what specific actions should be taken.

face coverings, face shields, and, to the extent available, long sleeves. Only employees required for safely restraining a student should be involved; one additional employee should monitor and address protective equipment needs for those employees who are involved in the restraint. After a physical restraint, the employee should remove and dispose of and/or clean protective equipment immediately by placing the equipment in the trash or cleaning the equipment based on the employee's training. Staff who may be involved in a restraint should have a change of clothes available onsite. Employees should immediately wash their hands with soap and water for at least 20 seconds after the restraint is over.

**Breakfast and Lunch:** Until further notice, breakfast, snacks (if applicable) and lunch will be held in individual classrooms. Social distancing protocols must continue to be followed during breakfast and lunch. Students will not be permitted to use the same serving or eating utensils and will not be able to share cups.

**Building Ventilation:** Milestones leases our space, but we have remained in active communication with our building management company prior to our summer reopening and during our summer to verify proper engineering controls in accordance with DESE guidelines. Our building management company has confirmed compliance that air filters within our HVAC system have been appropriately changed in accordance with the building's preventative maintenance schedule, and have affirmed proper ventilation of 410 Totten Pond Road, Waltham. As part of their reentry planning prior, the building management increased the flow of outside air to run "24/7" as a valuable building upgrade. The HVAC runs continuously, and therefore, is prepared prior to the reentry of staff and students.

**Visitor Policy:** According to guidance by the Department of Elementary and Secondary Education and maaps, visitors are not recommended at school this time. Per Massachusetts regulations, visitors on Milestones Day School's premises must only be limited to and consistent with business, educational (e.g., consultants) or medical needs/emergencies. In such occurrences, individuals must follow safety guidelines including, but not limited to, keeping a 6-foot distance, sanitizing upon entry and exiting of our building, and wearing a mask at all times. Milestones will track all visitors with a log including date, contact phone number, arrival/departure time, and areas visited within the school. All visitors will fill out a visitor's attestation form verifying they do not have COVID-19 symptoms.

Families of existing students may not enter the building and should use the bus line for dropping off or picking up students. All meetings with outside providers, families, or affiliates(e.g., IEP meetings) shall be held virtually until further notice. Optional visitors are not permitted onsite (e.g., alumnae, family members etc.).

The only permissible exceptions to this rule include:

- Emergency personnel that must enter the building (e.g., fire, medical, or behavioral)
- Building maintenance, should an emergency occur (e.g., air conditioning breaks)
- Deliveries that must be signed for (the delivery person shall stay in the lobby only)
- Families of new students may drop off their child in Milestones' lobby on the student's first day but must join the bus line for dismissal.

If applicable, necessary individuals would be restricted to areas of the school that are consistent with the purpose of their visit.

**Postings:** The School has developed a COVID-19 Control Plan outlining how its workplace will prevent/slow the spread of COVID-19, which is posted at the front door lobby entrance of Milestones and at the students' bus door entrance. Additionally, the School will display posters describing general rules for maintaining social distancing, hygiene protocols, and cleaning and disinfecting throughout the workspace. We also have a template of staffing operations protocols and guidelines that all staff have been trained on available in Google Drive and related human resources posters (FFCRA etc) are available in the staff kitchen.

**Supplies to Prevent Spread:** The School is providing the following equipment and/or supplies to prevent the spread of COVID-19 in the workplace:

- **Hand Sanitizer**
- **Cleaning Supplies**
- **Tissues/paper towels**

In addition, trash receptacles will be emptied on a regular basis.

**Face coverings:** Masks are among the most important single measures to contain the spread of COVID-19, but must cover both nose and mouth. All individuals, including employees, students, visitors, and vendors, are required to wear face coverings while in the School or performing work on behalf of the School, except where wearing a face covering is unsafe due to a medical condition, disability impact, other health or safety consideration, or reason permissible under state guidance applicable to schools. Students who are unable to wear face coverings due to medical condition, disability, or other health or safety consideration may wear face shields where it would not otherwise be unsafe to do so due to a medical condition, disability impact, or other health or safety consideration.

If an employee is unable to wear a face covering due to a medical condition or disability, they must contact Heather Miller-Human Resources to discuss a reasonable accommodation before returning to work. Employees should also assist students in maintaining the use of face coverings where appropriate.

Employees are reminded that, in order to protect their family members, close contacts and Milestones colleagues and students, whenever they are in public, both in and out of the workplace, the Governor's Safer-at-Home Advisory states that "all residents of Massachusetts are REQUIRED to cover their face when they cannot maintain six feet of social distance in public."

*[Milestones will have available 1 disposable mask per day for all employees when they are assigned onsite. If employees choose to use your own cloth face covering, you are responsible for washing your own face covering prior to each assigned onsite day to ensure cleanliness. Lyn Ross- School Nurse will have available disposal face coverings at the morning arrival check-in when employees turn in your self-assessment form.]*

Per guidance from the Center for Disease Control and Prevention (“CDC”),<sup>5</sup> employees should wear face coverings properly by putting the face covering over their nose and mouth and securing it under their chin so that it fits snugly against the sides of the face, while making sure they can still breathe properly. Employees should not put the face covering around their neck or up on their forehead. After touching the face covering, employees should always clean their hands as described under the Hygiene Protocols.

Employees should also remove face covering carefully, while away from others, by untying the strings behind their head or stretching the ear loops, folding outside corners together, and storing them in a place away from others in the workplace. Employees should wash their face covering by placing it in their washing machine as soon as possible. Employees should always wash their hands with soap and water after handling their face covering.

### **Hygiene Protocols**

According to the CDC, COVID-19 is believed to spread from person to person, and the following measures are critical to prevent the spread of the virus:

**Hand washing and sanitizing:** This is critical! Students and staff should wash their hands frequently throughout the day after coming into contact with any shared surface throughout the School, after having physical contact with any student or bodily fluid, before and after taking off face coverings, as well as before and after breaks and meals, and before dismissal. The School has hand washing stations available in the upstairs and downstairs bathrooms, kitchen areas, PHS lounge, and certain classrooms. Faucets have been replaced to be contactless. The School will provide soap and paper towels at each handwashing station.

The School will endeavor to make disinfectant and other cleaning products available to employees and will ensure that high touch areas, such as workstations, equipment, doorknobs, etc., are cleaned or disinfected regularly.

Before and after using a shared surface or equipment, such as a computer, conference table, lunch table, and applicable equipment employees are expected to wipe down the surface and/or equipment with a disinfectant wipe or other available cleaning product. Please see the separate cleaning policy that has been provided by Milestones’ task force for comprehensive information.

Additionally, you must:

- Cover coughs and sneezes with your forearm and elbow; do not use your hands.
- Do not touch your face, eyes, nose, and mouth with unwashed hands. If you do, wash your hands immediately.
- Do not shake hands or even fist or elbow bump. Create new contact-free polite ways to greet others.

**Protective Equipment:** Employees will be provided protective equipment appropriate for their particular role based on recommendations from the Department of Elementary and

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<sup>5</sup> See the Training Materials in the Appendix, which includes a copy of the [CDC poster](#) regarding proper wearing of face coverings.



Secondary Education. Depending on the circumstances, protective equipment may include KN95 and/or N95 Respirators, Face Shields, Disposable Gowns, Disposable Gloves, Other Body Coverings, Cloth Face Coverings, and/or Disposable Masks.

### **Staffing and Operations**

Even as we remain vigilant, and public health metrics in Massachusetts remain positive, the risk of exposure to Covid-19 in school will not be zero.

**Screening of Symptoms of COVID-19:** The CDC has identified the following as symptoms of COVID-19<sup>6</sup>: cough (not due to other known cause, such as chronic cough), shortness of breath or difficulty breathing, fever of 100.4 degrees or greater, chills, muscle aches or body aches, fatigue (when in combination with other symptoms), headache (when in combination with other symptoms), nausea or vomiting, diarrhea, nasal congestion or runny nose (not due to other known causes, such as allergies, when in combination with other symptoms), sore throat, and new loss of taste or smell. If an employee is suffering from any of these symptoms, **they must not under any circumstances enter the workplace** and should contact Lyn Ross-School Nurse immediately for further guidance. Employees are required to self-identify and inform the School if experiencing symptoms.

**The School will implement screening** to attempt to prevent the spread of the virus. The current screening process requires that employees conduct daily self-screenings and self-certify prior to entering the workplace on all assigned onsite days, including temperature and symptom checks. Self-screening forms (see appendix A) will be collected each day by Lyn Ross- School Nurse at a check-in table inside the administrative lobby entrance.

**Daily Self-Screening and Temperature-Taking Requirements:** Prior to starting their workday, each employee will take their temperature prior to coming to work and complete a self-certification form provided by Milestones indicating that the staff member:

The single most important thing to do if any symptoms are present is to **stay home**.

- Must not have experienced any of the symptoms of COVID-19 identified by the CDC.
- Must not have had "close contact" with an individual diagnosed with COVID-19. "Close contact" means living in the same household as a person who has tested positive for COVID-19, caring for a person who has tested positive for COVID-19, being within 6 feet of a person who has tested positive for COVID-19 for at least 10 minutes, or coming in direct contact with secretions (e.g., sharing utensils, being coughed on) from a person who has tested positive for COVID-19, while that person was symptomatic.
- Must not have been asked to self-isolate or quarantine by their doctor or a local public health official.
- Employees exhibiting symptoms or unable to self-certify must notify Lyn Ross-School Nurse immediately regarding next steps.

**Employees who begin to exhibit symptoms of COVID-19 while at School** should immediately isolate themselves from other employees and students and inform Lyn Ross-School Nurse and the Director on Duty. The employee will be asked to leave the school.

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<sup>6</sup> See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.

Employees who are sent home must not use public transportation. The School will work with you to arrange alternative transportation, such as from a family member, as needed. Employees sent home are also advised to contact their healthcare provider immediately for medical assistance. Employees who are sent home may be required to self-quarantine and are required to cooperate in any School contact tracing efforts.

**Additional Employment:** If an employee has another job outside of the School, they should notify human resources of the nature of that position to help identify any issues with potential exposure to COVID-19 and to enable improved contact-tracing efforts.

**Students who begin to exhibit symptoms of COVID-19 while at School** should be separated from other students immediately and brought to the COVID-19 Medical Waiting Room located in the isolation office next to the Admin area until the student is able to be transported home. Staff should actively visually monitor students for symptoms throughout the day and must also notify Lyn Ross- School Nurse.

**Report of Positive Test of COVID-19:** Employees who test positive for COVID-19 must notify the School so that the School can take the appropriate measures to clean and disinfect the workplace and engage in contact tracing, especially with regard to student safety. If notified of an employee's positive COVID-19 test, the School, in accordance with statewide standards for reopening, will notify the local Board of Health and work with the local Board of Health to trace likely contacts in the workplace and advise workers, where appropriate, to isolate and self-quarantine.

**Report of Close Contact with COVID-19:** If an employee has come in close contact (within 6 feet for 10 -15 minutes) with someone who has a suspected or confirmed case of COVID-19, they must <sup>7</sup> notify the School immediately and may be asked to seek further medical attention and/or advice before being permitted to return to work.<sup>8</sup>

**Leave Policy:** An employee who must stay home from work due to COVID-19 may use their accrued PTO/sick/vacation or Families First Coronavirus Response Act ("FFCRA") Emergency Paid Sick Leave, as applicable. Employees who have questions about their leave options or need application forms should contact Heather Miller-Human Resources.

**Shipping and Delivery:** All shipping and delivery will occur only in designated areas and the School will post appropriate signage stating that mail should be left outside of the 2<sup>nd</sup> floor door in designated mail bins unless items require signatures from an administrative assistant. If a signature is required, the mail carrier must be wearing a face mask.

**School Contact Log:** To facilitate contact tracing, a log will be maintained of everyone who enters the workplace, no matter how short in duration their visit may be. The log process includes that administrative team members (Brittany Asselin and Diane Smith) are provided

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<sup>7</sup> The [Massachusetts Phase II Office Space Protocol Summary](#) (the "Summary") states that "workers are strongly encouraged to self-identify symptoms or any close contact to a known or suspected COVID-19 case to the employer" and describes this as a "recommended best practice for employers. See the Appendix for the [Key Documents for Reopening Office Spaces](#)."

<sup>8</sup> [CDC Guidance](#) suggests self-quarantine for 14 days in these instances. The CDC recognizes that there is a disparity in the potential time of self-quarantine for an employee who comes into contact with someone with COVID-19 and someone actually diagnosed with COVID-19.

in advance a list of all staff and students who are scheduled to be onsite on a given day. Students and employees' onsite attendance will be monitored daily. Diane and Brittany will track whether any assigned students or staff are not onsite. Visitors are currently restricted according to the aforementioned Visitor Policy. However, a log of all visitors, including those doing material drop offs, will be kept in the admin area and maintained by Diane and Brittany. If any employees admit another person to the worksite, including temporary visitors, e.g., those doing material drop-offs, you must log that individual's name, company/affiliation and cell phone number.

**Contact Tracing:** If notified of an employee's positive COVID-19 test, Milestones, in accordance with statewide standards for reopening, will notify the Waltham Board of Health: 781-314-3305 and the COVID-19 Community Tracing Collaborative (the "MA COVID Team") will work with them to trace likely contacts in the school.<sup>9</sup> Please note that you may be contacted directly by the MA COVID Team, at a phone number beginning with 833 or 857 between 8 a.m. and 9 p.m.<sup>10</sup> Employers have also been requested to notify the Occupational Safety and Health Administration (OSHA) if an employee tests positive.

The School will maintain the COVID-19 positive employee's confidentiality, to the extent practicable, and use the information strictly to trace likely contacts in the workplace and advise workers, where appropriate, to isolate and self-quarantine.

The School<sup>11</sup> requires your cooperation in contract tracing to identify any employee, student vendor, or other individual in the workplace who you were in close contact (within 6 feet for 10 - 15 minutes) within at least 48 hours prior to the onset of symptoms. The School will contact those individuals without using your name to notify them of their potential exposure to the virus so that they may take appropriate precautions.

If you have non-emergency questions related to COVID-19 you may call 2-1-1. You may also sign up for text message alerts related to COVID-19 by texting COVIDMA to 888-777. You may also contact the Massachusetts Department of Public Health by calling 617-624-6000; TTY/TDD, 617-624-6001.

**Individuals Particularly Vulnerable to COVID-19:** Employees who are particularly vulnerable to COVID-19 according to the CDC (e.g. due to age or underlying conditions) are eligible to work from home, to the extent practicable and based on consultation with their supervisor and Human Resources. Employees may review the CDC's guidance to determine whether they may be considered vulnerable to COVID-19.<sup>12</sup> Employees, in collaboration with their healthcare providers, should use their best judgment to determine whether they may be

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<sup>9</sup> [EEOC Technical Assistance Q & A B.3 related to COVID-19](#) advises that an employer may disclose the name of COVID-19 positive employee to a public health agency. However, the Americans with Disabilities Act requires that employers keep employees' health-related information confidential; therefore, you should not divulge a COVID-19 positive employee's name to others in the workplace when informing them of potential exposure to the virus. Student names should also be kept confidential.

<sup>10</sup> See <https://www.mass.gov/info-details/learn-about-the-community-tracing-collaborative>.

<sup>11</sup> See n. 7 above.

<sup>12</sup> See CDC Guidance, [People Who Are at Higher Risk for Severe Illness of COVID-19](#).

particularly vulnerable to COVID-19 and contact Heather Miller- Human Resources to discuss a potential reasonable accommodation contingent on medical documentation, where applicable.

**See Something Say Something:** The School encourages you to speak up if you see something that concerns you in the workplace; for example, if you are concerned that an individual, including a student, may be showing symptoms of COVID-19, or is not maintaining social distance, you are encouraged to speak to Heather Miller- Human Resources if you are concerned about a staff member or Kirsten Esposito- Principal if you are concerned about a student. There will be no retaliation against you for speaking to anyone at the School about your health, including your potential exposure to COVID-19, or about any other health or safety concerns you may have.<sup>13</sup>

**Mental Health Resources:** Living through a pandemic has placed new and different types of stress on us all. Consider reaching out for help to those in your community or mental health network to help manage stress. Employees are encouraged to utilize the School's EAP for support, and you may consider additional mental health resources that have been shared by our Milestones task force. In addition, the Massachusetts Department of Public Health has provided a website for Maintaining Emotional Health and Well-Being During the COVID-19 Outbreak which provides resources and tips to support emotional health, mental health, and well-being during the COVID- 19 outbreak.<sup>14</sup>

**Training:** The School will provide training to employees on proper social distancing and hygiene protocols in the workplace as well as measures employees should take to reduce disease transmission including but not limited to:

- The proper use of face coverings;
- Self-screening at home, including temperature or symptom checks;
- The importance of not coming to work if ill;
- When to seek medical attention if symptoms become severe; and,
- Which underlying health conditions may make individuals more susceptible to contracting and suffering from a severe case of the virus.

Where appropriate, employees will also be trained on the safe and effective use of protective equipment. Milestones is providing staff and student training in all required areas by DESE prior to reopening and have provided additional trainings that have been recommended by Maaps, the Department of Public Health, and legal counsel.

### **Return to Workplace**

The School has established the “return to workplace” plan below for employees who are

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<sup>13</sup> It is important to be proactive in addressing employee safety concerns. The Massachusetts Attorney General recently posted a complaint form for employees to complete regarding alleged unsafe work conditions. <https://www.mass.gov/forms/report-unsafe-working-conditions-during-covid-19>. In addition, the Occupational Safety and Health Administration (“OSHA”) has recently issued revised enforcement guidance advising that COVID-19 is a potentially reportable workplace illness. See <https://aboutblaw.com/QVV>.

<sup>14</sup> See <https://www.mass.gov/resource/maintaining-emotional-health-well-being-during-the-covid-19-outbreak>.

required to stay at home, or leave work, for the COVID-19 related reasons set forth above and who become eligible to return to the workplace. The School will communicate the “return to work” plan to the individual employee, if and when applicable.

The School will generally adhere to the following “return to work” standards in accordance with the CDC’s guidance;<sup>15</sup> however, these standards may be changed at the School’s discretion.

**Employee Who Tested COVID-19 Positive—with Symptoms:** An employee who tests positive for COVID-19 and has experienced COVID-19 symptoms will not be permitted to return to the workplace until they satisfy the criteria below:

- At least 3 days (72) hours have passed since resolution of fever without the use of fever-reducing medications, **and** improvement in symptoms; **and**
- At least 10 days have passed since symptoms first appeared; **and**
- Received approval to return to work from Heather Miller- Human Resources which may include an approval to return to work by their healthcare provider.

**Employee Who Tested COVID-19 Positive—no Symptoms:** An employee who tests positive for COVID-19 *and has not experienced any COVID-19 symptoms* will not be permitted to return to the workplace until they satisfy the criteria below:

- At least 10 days have passed since the date of their first positive SARS-CoV-2 RNA diagnostic test *assuming they have not subsequently developed symptoms since their positive test*; **and**
- Received approval to return to work from Heather Miller- Human Resources.

**Employee Advised to Quarantine due to Exposure to COVID-19:** An employee who has been advised to quarantine due to close contact (within 6 feet for 10 minutes) of a person with COVID-19 will not be permitted to return to the workplace until:

- The 15<sup>th</sup> day after their last exposure; **and**
- They have experienced no symptoms whatsoever of COVID-19; **and**
- Received approval to return to work from Heather Miller-Human Resources.

**Employee Who has Come into Close Contact with a Confirmed Positive COVID-19 case:**<sup>16</sup> An employee who has come into close contact with a person who had a confirmed positive COVID-19 case at the time of the contact will not be permitted to return to the workplace until:

- They have received approval to return to work from Heather Miller- Human Resources which may include an approval to return to work by their healthcare provider.

**Travel:** Based on existing public health guidance, and Governor Baker’s updated Travel Order

<sup>15</sup> <https://cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

<sup>16</sup> [CDC Guidance](#) suggests self-quarantine for 14 days in these instances. The CDC recognizes that there is a disparity in the potential time of self-quarantine for an employee who comes into contact with someone with COVID-19 and someone actually diagnosed with COVID-19.

effective 8/1/20 (and revised to exclude Rhode Island as of 8/7/20) the School is recommending restricting travel except within the 7 exempt states that are considered low risk (i.e., Connecticut, Vermont, Maine, New Hampshire, New York, New Jersey and Hawaii).<sup>17</sup> If employees are scheduled to travel outside of these approved areas, please notify Heather Miller-Human Resources. Please be advised that travel restrictions change based upon the health and safety of the Commonwealth. It is faculty and families' responsibility to keep abreast of and abide by current travel restrictions in Massachusetts.

### **Cleaning and Disinfecting**

The School has engaged a third party to clean and disinfect the school building frequently and will keep cleaning logs that include the date, time, and scope of cleaning in addition to ongoing cleanings from our custodial staff. The School will endeavor to have classrooms, shared spaces, common surface areas and equipment disinfected on a regular basis. The School will regularly clean and disinfect high-touch surfaces, such as doorknobs and other areas applicable to the workspace that are reviewed in detail in the separate cleaning policy. Additionally, the School expects employees to adhere to cleaning and disinfecting steps outlined in the cleaning policy.

### **Acknowledgment Form**

Employees were required to complete the accompanying acknowledgment form, to acknowledge receipt of this Policy prior to our summer reentry. This Policy and the accompanying acknowledgment form are not contracts for employment. The implementation of the Policy and employee's signing of the acknowledgment form shall not impact employee's status as an at-will employee of the School.

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<sup>17</sup> All travelers to Massachusetts are instructed to self-quarantine for 14 days or provide a negative COVID-19 test result no older than 72 hours except for 7 states that are exempt as low risk (travelers arriving and returning from Connecticut, Vermont, Maine, New Hampshire, New York, New Jersey, and Hawaii are exempt effective 8/7/20).



## **Acknowledgment of Milestones' COVID-19 Workplace Safety Standards Policy**

Dear Milestones Faculty,

As we re-open the school, we are committed to providing you with a clean and safe environment to work in.

When you arrive at the workplace, you will see we have posted our notice to employees and visitors that we have completed a COVID-19 Control Plan in accordance with the Massachusetts re-opening guidance. We assure employees and visitors we have taken steps to comply with the Massachusetts mandatory standards for workplaces, including:

- ✓ Our employees are wearing face coverings
- ✓ Social distance measures have been put in place
- ✓ We have developed thorough cleaning and disinfecting protocols
- ✓ We provide handwashing options
- ✓ We are regularly sanitizing high touch areas
- ✓ Our staff have been trained regarding social distancing and hygiene protocols

Below are updated expectations of all Milestones team members. Please review each one and, if you agree, please sign below. If you have questions, please contact your manager. We appreciate your assistance in keeping our Milestones community as healthy as possible!

1. I have received and carefully read Milestones' COVID-19 Workplace Safety Standards Policy (the "Policy"). (Full policy is available in the "Reentry Info COVID Summer 2020" resources folder for employees on Google Drive). I understand and acknowledge the inherent risks associated with the COVID-19 virus, and that the procedures described in the Policy are intended to mitigate the spread of the virus and to protect my health and safety, and the health and safety of my co-workers and their families. I further understand and agree that I must contact Kim Rockers- CEO or Heather Miller – Human Resources promptly if I have any questions or concerns about the Policy or its implementation.
2. I understand that the Policy is subject to change by the Milestones at any time and will likely be modified over time due to changing circumstances. I understand that it is my responsibility to promptly and carefully review any updated version of the Policy as soon as I become aware of one. I further understand that the School may require individuals to abide by different or additional standards when the School deems necessary for safety and/or business reasons.
3. I agree that, in accordance with the Policy, I will demonstrate respect for my safety and the safety of my colleagues and others in the workplace by implementing and abiding by the Policy, including but not limited to, the following measures:

**Before Entering the Workplace:**



- I will take my temperature each morning before entering the workplace;
- I will complete the workplace health screening questionnaire each morning before entering the school;
- I will not enter the school if I experience any of the following COVID-19 symptoms as defined by the CDC (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) or have been recently in close contact with another individual who has experienced fever (feeling feverish or a measured temperature of 100.4 degrees Fahrenheit or higher), cough (not due to other known cause, such as chronic cough), shortness of breath or difficulty breathing, chills, muscle aches or body aches, diarrhea, nausea, vomiting, sore throat, fatigue (when in combination with other symptoms), headache (when in combination with other symptoms), nasal congestion or runny nose (not due to other known causes, such as allergies, when in combination with other symptoms) or new loss of taste or smell.
- I will not enter the school, and will notify Lyn Ross- School nurse immediately upon learning that I:
  - Have tested positive or presumptively positive for COVID-19, or
  - Have been in close contact with a person who has tested positive for COVID-19, is being tested for COVID-19, or has COVID-19-like-symptoms
  - I agree that I will follow the Milestones' Return to Work Policy on when I will be permitted to return to the school building.

#### **While in the School:**

- I will practice social distancing to the extent practicable, maintaining a distance of at least six feet between myself and others;
- I will maintain a written log of the days and times that I was present at the school building;
- I will wear a face covering whenever I am in the presence of others and unable to social distance and in any other situation required by state and local health orders;
- If I begin to exhibit symptoms of COVID-19 while at school I will immediately isolate myself and inform the school nurse. Once home, I will contact my healthcare provider promptly for medical assistance. Employees who are sent home maybe required to self-quarantine and cooperate in any School contact tracing efforts.
- If I notice a potentially unsafe situation or behavior in the school, I agree that I will promptly inform Human Resources and/or my supervisor;
- I will abide by the handwashing hygiene, respiratory etiquette, workplace safety, and other hygiene measures in the Policy to minimize the spread of COVID-19.

#### **At all times:**

- I will communicate and cooperate with Human Resources/my supervisor/Milestones reentry task force to achieve workplace safety.
4. I understand and acknowledge that the [Commonwealth of Massachusetts Department of Public Health's "Safer-at-Home" Advisory](#), as well as [CDC Guidance](#) advises that

those over the age of 65 and/or with certain underlying health conditions may be at greater risk of severe illnesses from COVID-19 and are eligible to work at home. I understand that if I fall into one of these higher risk categories I may contact Heather Miller- Human Resources to discuss options and possible accommodations.

5. I understand and acknowledge the Commonwealth of Massachusetts Department of Public Health's [Safer-at-Home Advisory](#), the Commonwealth of Massachusetts [emergency orders](#), and the [Reopening Massachusetts guidance](#) ("Massachusetts Orders and Advisories") for mitigating the spread of COVID-19 advise that all residents leave home only for healthcare, worship and permitted work, shopping, and outdoor activities; require all residents to wear a cloth face covering (unless it is unsafe to do so due to a medical condition or disability); maintain physical distance and stay at least six feet from others; wash one's hands frequently with soap and water for at least 20 seconds or using alcohol-based hand sanitizers with at least 60% alcohol; avoid touching one's face, eyes, nose, and mouth; clean and disinfect frequently touched surfaces; cover coughs and sneezes; throw out used tissues and wash one's hands; and avoid shaking hands, hugging, or touching when greeting another person.
6. I further acknowledge and understand that the Massachusetts Orders and Advisories for mitigating the spread of COVID-19 are an important part of protecting the workplace from COVID-19, and I agree that I will adhere to them to the extent possible.
7. I further understand that the Policy does not create a contract of employment, but rather my employment with the School is on an at-will basis. As such, I am free to resign at any time, and the School may terminate my employment at any time, for any reason at all, with or without notice.
8. I also understand that it is my responsibility to become familiar with the material contained in the Policy prior to entering the workplace and that a failure to abide by the Policy may result in discipline, up to and including, termination.
9. A copy of this document will be part of your personnel record.

I hereby acknowledge receipt of the Milestones' Reentry Policy provided by \_\_\_\_\_ on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**Dated:** \_\_\_\_\_

\_\_\_\_\_  
Name of Employee

## **Milestones Day School**

### **COVID-19 WORKPLACE SAFETY TRAINING**

In accordance with the Reopening Massachusetts Mandatory Safety Standards for Workplaces, employers must provide training to employees on proper social distancing and hygiene protocols in the School. The following outline and documents are intended to aid the School in training employees.

#### *Social Distancing*

- Social distancing means avoiding gatherings in large groups, avoiding physical contact with others, and maintaining at least six feet of physical separation between yourself and others.
- Social distancing should be observed wherever feasible and when doing so will not put you or others at risk.
- The School has taken measures to help maintain social distancing such as —change classroom configurations, placed markers in high traffic areas, separating workspaces and staggering work schedules, limited capacity in bathroom/conference room/break area, etc. to help employees maintain social distancing in the workplace.

#### *Hygiene*

- The CDC has emphasized that hand-washing is critical to preventing the spread of COVID-19. Employees should wash their hands with soap and water for a full 20 seconds when they arrive to the School and then frequently throughout the day.
- Employees should avoid touching their eyes, nose, and mouth and also cover their mouth with the inside of their arm when coughing or sneezing

#### *Face Coverings*

- Face coverings should be worn at all times such as in the general classrooms, hallway, common areas, offices and bathrooms (*exceptions: when taking a mask break outside with 6 or more feet apart from others to socially distance or if you are the only person onsite in one's personal office that day*) unless you have a medical condition that would make wearing a face covering dangerous, in which case you should speak with Heather Miller- Human Resources before returning to work.
- It is important to understand that face coverings are not considered PPE. Face coverings are not intended to protect you from contracting COVID-19, but rather they are intended to prevent you from potentially spreading COVID-19 to others.
- Face coverings should cover your nose and mouth and should fit snugly without restricting breathing.
- Face coverings should be machine washed and dried after use.
- You should avoid touching the front of your face mask and instead adjust, remove, and put on your face mask by touching the ties or ear straps only. Wash your hands after handling your face mask.

*Other Protective Equipment:* Milestones maintains other PPE for use, as indicated. Follow guidelines from staff training regarding the use of PPE. Should you have any questions, please contact Lyn Ross- School Nurse.

*Self-Screening At Home, Coming to Work Sick, When to Seek Medical Care, and Underlying Conditions*

- Symptoms of COVID-19 include cough (not due to other known cause, such as chronic cough), shortness of breath or difficulty breathing, fever of 100.4 degrees or greater, chills, muscle aches or body aches, fatigue (when in combination with other symptoms), headache (when in combination with other symptoms), nausea or vomiting, diarrhea, nasal congestion or runny nose not due to other known causes, such as allergies, when in combination with other symptoms), sore throat, and new loss of taste or smell.
- Employees are expected to self-screen for COVID-19 symptoms before coming to work.
- You should take your temperature each day before coming to work to check for a fever.
- Coming to work when you have COVID-19 symptoms puts you, other employees, and the general public at risk. Under no circumstances should you come to work if you are exhibiting any COVID-19 symptoms. If you feel like you may be experiencing COVID-19 symptoms, contact Lyn Ross- School Nurse for further information.
- The CDC recommends that if you have trouble breathing, persistent pain or pressure in your chest, new confusion, inability to wake or stay awake, or bluish lips or face, you seek medical attention immediately.
- You should also be aware that there are a number of underlying health conditions that could make someone more susceptible to contracting and suffering from a severe case of COVID-19. According to the CDC, people aged 65 or older, people with chronic lung disease or moderate to severe asthma, people with serious heart conditions, people who have a compromised immune system, people with severe obesity, people with diabetes, people with chronic kidney disease and undergoing dialysis, and people with liver disease are all at a higher risk of severe illness from COVID-19. If you feel that you are among the higher risk population, you may contact Heather Miller- Human Resources to discuss a potential reasonable accommodation.

## **Appendix A: Milestones Employee Attestation**

Employees must sign written attestations daily regarding symptoms of COVID-19 or any household contacts with COVID-19. Employees must complete the attestation form each day. Employees who decline to complete the screening will not be permitted to enter the program and will have to use benefit time for the entire work day.

### **By signing the sheet, I attest to the following:**

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

- Fever (temperature of 100.4 F or above), felt feverish, or had chills
- Cough (not due to other known cause, such as chronic cough)
- Sore throat
- Difficulty breathing or shortness of breath
- Gastrointestinal symptoms (diarrhea, nausea, vomiting)
- Fatigue, when in combination with other symptoms
- Headache, when in combination with other symptoms
- New loss of smell/taste
- New muscle aches or body aches
- Nasal congestion or runny nose (not due to other known causes, such as allergies), when in combination with other symptoms
- Any other signs of illness.

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

I have **not** taken any medicine to lower a fever.


Prior to coming to school, a self-screen was done at home checking for the following symptoms: fever, cough, sore throat, difficulty breathing, gastrointestinal symptoms, fatigue, headache, new loss of taste/smell, muscle/body aches, and/or any other signs of illness.

Employee's Signature: \_\_\_\_\_





Date: \_\_\_\_\_

**3. Attestation Poster That Confirms Milestones' Completion of our Workplace Safety Policy Prior to our Summer Reopening (July, 2020)**


# Welcome



Please know that we take our responsibility to keep Massachusetts safe very seriously. Be assured we have taken the following steps to comply with state mandatory safety standards for workplaces:

<input checked="" type="checkbox"/>	Workers are wearing face coverings and we've put social distancing measures in place	
<input checked="" type="checkbox"/>	We provide hand washing capabilities and we are regularly sanitizing high-touch areas	
<input checked="" type="checkbox"/>	Our staff has received training regarding social distancing and hygiene protocols	
<input checked="" type="checkbox"/>	We have established thorough cleaning and disinfecting protocols	

We ask you to do your part as well by wearing your face mask and maintaining social distance. Thanks—and we hope to see you again soon.

Signature  President of the Board

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