Kennedy Day School Fall Reopening Plan

The Fall Reopening Plan for the Kennedy Day School reflects the unique, multiple and complex, special education learning needs of the students we serve. Individualized, student support is essential to promote skill development and use of assistive technologies in learning, productivity and communication. Full or partial assistance is often needed by students for positioning, mobility and access to learning.

On the campus of Franciscan Children’s, Kennedy Day School is uniquely designed to serve students with significant, acute and chronic health care problems. These health concerns include seizure disorders, respiratory impairment (tracheostomy, ventilator dependence), orthopedic, neurologic, metabolic/nutritional disorders and other congenital anomalies. The Hospital’s Infection Control Team has provided vital support to our ongoing planning and preparation endeavors for school reopening.

Families of enrolled students have been surveyed regarding their experiences in remote learning and their ideas and preferences for the 2021 school year. Feedback helps inform our practice in refining and expanding remote learning resources and tailoring synchronous engagement for individuals and groups. Kennedy Day School families have been closely split among learning models for their children for the new school year, across in-person, remote and hybrid models.

It is important to note that most students are unable to wear masks, though mask use for students and staff has been a focus of social stories and activities presented over time within the remote learning environment. All staff members wear face masks and other personal protective equipment (PPE), as students require physical support for daily care. Back-up masks for all are readily available. Medical waiting room procedures are in place.

Current room designs for classroom-based learning groups are highly structured to promote essential physical distancing (“personal space”) between classmates. A minimum of six feet is considered safe distancing for enrolled students. Large classroom sizes help support safe distancing among cohorts of students. Some shared specialty-skill rooms have been converted to dedicated classroom space as well, to further support safe distancing of student cohorts for in-person learning.

There is less movement of students and staff throughout school buildings, in order to maintain small cohort groups for safety. Students do not face one another in the classroom and learning materials are individualized, not shared. Students participating from home and school will have a full schedule of learning activities, with relevant materials sent home on a regular basis. Meals are served in classrooms, which feature hand washing sinks and hand sanitizer. Bathroom use is supervised. Appropriate cleaning and sanitizing protocols are consistently employed.

Daily attendance supports consistent student participation in learning opportunities. Student-centered home/school communication with family members is essential, as often as daily and at least weekly, in a manner preferred by the parent/guardian. Virtual meetings often address student wellness. Interpreter services are available from both on-campus and remote service providers. Availability of in-person and hybrid learning models is based on current health data from MA DPH, DESE and relevant community services.

There is enormous dedication from our school community to serve our students well.
In-person learning model:

All enrolled students, served in any learning model in the Kennedy Day School, present with significant and complex special educational needs, associated with a high need/vulnerable population designation.

• Students receive in-person instruction full time within the school environment, which has been appropriately modified to address the health and safety requirements issued by DESE.
• A subset of students may participate in remote learning, as a preference specified by the child’s family.
• Students are escorted to and from transporting vehicles provided/supported by each student’s school district. A staff person from within the student’s cohort individually escorts the student from the vehicle to the classroom in the morning and from the classroom to the vehicle at day’s end.
• Appropriate cleaning and sanitizing protocols are consistently employed.
• Employment of a comprehensive staffing model.
• Staff members employ appropriate use of personal protective equipment throughout the school day.
• Students wear protective masks, as safely tolerated.
• Consistent student/staff cohorts support safety.
• Learning materials are student specific; materials are not shared.
• Meals and snacks are consumed within the classroom environment.
• Hand washing and sanitizing are readily available within the classroom.
• Each student’s schedule reflects IEP learning objectives and services, as can be delivered within the cohort.
• Student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.
• To the greatest extent possible, student schedules will not change across a five day period of time, whether the student is participating within an in-person, hybrid or remote learning model.
• Structured Learning Time requirements are applied.
• Attendance is taken daily.
• There remains consistent procedures for all students to participate in remote learning if needed, including a system for tracking attendance and participation.
• Regular, two-way communication takes place between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff.
• Interpretation/translation services are readily available.
• Student performance is assessed on specified IEP criteria.
• Students have access to grade-level instruction in all content areas included in the Massachusetts Curriculum Frameworks.
• Student Progress Reports are issued quarterly, in keeping with the issuance of school grades.
• Services are provided through the Instruction and Services mode of delivery, with comprehensive staffing, curriculum and instructional materials.
• There is a consistent schedule of classes, services, and therapies that includes time students spend interacting directly with teachers and related service providers on a regular basis, as well as some independent work time and opportunities for interacting with classmates.
• Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing.
• Asynchronous pre-recorded videos of lessons to follow at home remain available.
• Teacher and/or therapist assigned supplemental work, beyond lessons taught synchronously or asynchronously, remain available during the school day, which can be accomplished independently with guidance from and accountability to the teacher or therapist.
• Comprehensive planning for English Learners continues.
• Access to appropriate technology and connectivity for remote learning.
• Use of a uniform digital learning platform, such as G-Suite for Education/Google Classroom.
• Use of common collaboration tools, such as Google Meet and Zoom.
• Use of content platforms for asynchronous and supplemental learning materials.
• Technology training and support for students, families and staff.

Kennedy Day School: In-person Learning Model
Hybrid learning model:

All enrolled students, served in any learning model in the Kennedy Day School, present with significant and complex special educational needs, associated with a high need/vulnerable population designation.

- Students alternate between in-person learning with safety requirements and remote learning.
- Student learning will change across the two learning environments (in-person and remote).
- Half of the students in each classroom grouping will participate in-person learning on Mondays and Tuesdays, with the other half participating in in-person learning on Thursdays and Fridays. On all three days each week when not participating in in-person learning, students will participate in remote learning, so that all students participate in remote learning on Wednesday. This arrangement allows for 2 consistent, 2-day cohort groups each week and daily learning engagement for all students.
- In this hybrid model, some High Needs students may still participate on a full-time basis in in-person learning to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.
- Students are escorted to and from transporting vehicles provided/supported by each student’s school district. A staff person from within the student’s cohort individually escorts the student from the vehicle to the classroom in the morning and from the classroom to the vehicle at day’s end.
- Appropriate cleaning and sanitizing protocols are consistently employed.
- Employment of a comprehensive staffing model.
- Staff members employ appropriate use of personal protective equipment throughout the school day.
- Students wear protective masks, as safely tolerated.
- Consistent student/staff cohorts support safety.
- Learning materials are student specific; materials are not shared.
- Meals and snacks are consumed within the classroom environment.
- Hand washing and sanitizing are readily available within the classroom.
- Each student’s schedule reflects IEP learning objectives and services, as can be delivered within the cohort.
- Student learning, scheduling, protocol’s and/or facilities use may look different than in traditional in-person learning with no restrictions.
- To the greatest extent possible, student schedules will not change across a five day period of time, whether the student is participating within an in-person, hybrid or remote learning model.
- Structured Learning Time requirements are applied.
- Attendance is taken daily.
- There remains consistent procedures for all students to participate in remote learning if needed, including a system for tracking attendance and participation.
- Regular, two-way communication takes place between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff.
- Interpretation/translation services are readily available.
- Student performance is assessed on specified IEP criteria.
- Students have access to grade-level instruction in all content areas included in the Massachusetts Curriculum Frameworks.
- Student Progress Reports are issued quarterly, in keeping with issuance of school grades.
- Services are provided through the Instruction and Services mode of delivery, with comprehensive staffing, curriculum and instructional materials.
- There is a consistent schedule of classes, interventions, services, and therapies that includes time students spend interacting directly with teachers and related service providers on a regular basis, as well as some independent work time and opportunities for interacting with classmates.
- Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing.
- Asynchronous pre-recorded videos of lessons to follow at home remain available.
- Teacher and/or therapist assigned supplemental work, beyond lessons taught synchronously or asynchronously, during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.
- Comprehensive planning for English Learners.
- Access to appropriate technology and connectivity for remote learning.
- Use of a uniform digital learning platform, such as G-Suite for Education/Google Classroom.
- Use of common collaboration tools, such as Google Meet and Zoom.
- Use of content platforms for asynchronous and supplemental learning materials.
- Technology training and support for students, families and staff.
Remote learning model:

All enrolled students, served in any learning model in the Kennedy Day School, present with significant and complex special educational needs, associated with a high need/vulnerable population designation.

- 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.
- Employment of a comprehensive staffing model.
- Consistent student/staff cohorts.
- Learning materials are student specific.
- Each student’s schedule reflects IEP learning objectives and services, as can be delivered within the cohort.
- Student learning, scheduling, protocols, and/or facilities may look different than in traditional in-person learning with no restrictions.
- To the greatest extent possible, student schedules will not change across a five day period of time, whether the student is participating within an in-person, hybrid or remote learning model.
- Structured Learning Time requirements are applied.
- Attendance is taken daily.
- There are consistent procedures for all students to participate in remote learning if needed, including a system for tracking attendance and participation.
- Regular, two-way communication takes place between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff.
- Interpretation/translation services are readily available.
- Student performance is assessed on specified IEP criteria.
- Students have access to grade-level instruction in all content areas included in the Massachusetts Curriculum Frameworks.
- Student Progress Reports are issued quarterly.
- Services are provided through the Instruction and Services mode of delivery, with comprehensive staffing, curriculum and instructional materials.
- There is a consistent schedule of classes, services, and therapies that includes time students spend interacting directly with teachers and related service providers on a regular basis, as well as some independent work time and opportunities for interacting with classmates.
- Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing.
- Asynchronous pre-recorded videos of lessons to follow at home remain available.
- Teacher and/or therapist assigned supplemental work, beyond lessons taught synchronously or asynchronously, during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.
- Comprehensive planning for English Learners.
- Access to appropriate technology and connectivity for remote learning.
- Use of a uniform digital learning platform, such as G-Suite for Education/Google Classroom.
- Use of common collaboration tools, such as Google Meet and Zoom.
- Use of content platforms for asynchronous and supplemental learning materials.
- Technology training and support for students, families and staff.

Kennedy Day School: Remote Learning Model