Teaching & Learning

Addressing the Needs of Students

Human Resources

Financial Implications

Operations & Safety

Community Impacts

Extra Curriculars

Unanswered Questions

Remote Learning Scenario

Task Force Reporting Document
June 2020

LOWELL PUBLIC SCHOOLS

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LOWELL

MASSACHUSETTS

Teaching & Learning

Curriculum Overview / **Content Specific Curriculum**	**Instructional Technology Platform**	**Allied Arts**
Attendance	**Time on Learning**	**Materials Required**
Grading	**Assessment**	**Professional Development**

Curriculum

Just as during the regular school year, curriculum and curricular resources should be provided by the district curriculum office. Therefore the following is expected to be provided by the district:

➜ Adjusted curriculum maps
   ◆ Should be realistic based on remote time on learning, as well as adhere to state guidance
   ◆ Use the benefits of the spiraling curriculum to avoid having to remediate missed standards due to closure
     ● Work in assessments and/or lessons into existing curriculum based on foundational standards
➜ Use current curriculum
   ◆ Current curriculum and resources should be modified for remote learning, rather than purchasing brand new curriculum for teachers to learn and use
➜ Flipped Classroom model recommended (grades 3-8) as remote teaching/learning best practice (modified for K-2):
   ◆ PD available through Kara Wilkins and the McAuliffe School
➜ Literacy Specialists, Math Resource Teachers, Instructional Specialists, and STEM Leads should be utilized to create and vet digital teaching resources for each instructional module. These resources will be housed in Google Drive, by unit/module/standard. Resources should include, but are not limited to:
   ◆ Instructional videos from the internet and made by coaches
   ◆ An LPS library of activities on SeeSaw (elementary only)
   ◆ Ready-made and editable forms, docs, slides, etc. for Google Classroom

Content Specific

Content Specific Curriculum

Math

The district is purchasing teacher and student subscriptions to **In Sync** from the publisher of **Eureka Math** (current K-8 curriculum). This will include video lessons, digital classwork, and family guidance in English and Spanish. **ST Math** will also be available next year at all middle schools, and most elementary schools.

ELA

The district's literacy specialists will provide **choice boards** for writing at all grade levels, which will include video lessons and slides. Additionally, they are creating videos and online toolkits for all reading levels, and the **Lucy Calkins video library** of 1,300+ mini-lessons will be available. The district is also looking into expanding our licenses for **Lexia** and **Raz-Kids**.

Science

The district has purchased **Mystery Science**, which will be used to supplement the current **FOSS** curriculum. A team of teachers in grades 1-8 are working on streamlining FOSS to align to the standards. Additionally, we recommend creating a **digital science notebook** designed to fit any return-to-school model.

Social Studies

Children Discovering Justice is currently using grant money to work with a group of Lowell teachers on writing K-4 lessons designed for remote learning. At the middle school level, teachers have access to their **grade-level specific online social studies programs**, which integrate with Google Classroom.

Instructional Technology Platform

The following instructional technology platforms will be expected to be used consistently across the district for synchronous and asynchronous instruction, student work assignments, feedback, grading, and communication:

- ➔ SeeSaw (grades PreK-2)
- ➔ Google Classroom (grades 2-8)
- ➔ Screencastify
- ➔ EdPuzzle
- ➔ Google Meet (with new updates)
  - ◆ Zoom (if Google Meets is not updated)
- ➔ Remind

Many teachers in the district already use or have been exposed to all above platforms. To learn more about each platform, and to see the rationale behind choosing those platforms, please click on each one above.

Recommendation: The team recommends each school using a "Virtual School". This would be developed by each school, and would be a website for instant access to virtual classrooms, and all of the student resources needed for remote learning. PD available through Wang School in building Virtual Classrooms & Schools
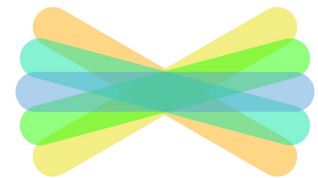
SeeSaw

SeeSaw is a digital learning portfolio for students, and is more developmentally appropriate for younger learners than Google Classroom. Some of its advantages for young learners include:

➜ Easy sign-in
➜ Visual icons and easy to navigate
➜ Students can easily draw and annotate to show work
➜ Students can record themselves with audio and video
➜ Teachers can easily insert audio and video instructions, as well as include ready-made visual icons in their directions
➜ Click here to learn more.

SeeSaw also has several advantages for administrators and teachers:

➜ School view and profile each class can join
➜ Tag standards to each activity and track them at the class and student level
➜ Adheres to privacy requirements
➜ Easily document and save student work over time
➜ A library of webinars and videos for teachers on how to use SeeSaw
➜ Easily differentiate student work

SEESAW

Google Classroom

Google Classroom is an easy to use tool that helps teachers and students manage classes and coursework. Teachers can distribute assignments, grade and send feedback, and have access to student work all in one place. Some advantages of Google Classroom include:

➔ Integrates with Clever and links directly to Lowell student and staff accounts
➔ Saves all student work on Google Drive
➔ Easily share assignments, videos, resources, links, etc. with students
➔ Add unlimited co-teachers to any class
➔ Teachers can enable "quiz mode" which will not allow students to open additional tabs while taking a quiz
➔ Easily differentiate student work
➔ Integrates directly with Google Docs, Forms, Sheets, Slides, YouTube, etc.
➔ Click here to learn more

This is recommended for students at the end of grade 2 through grade 8. Google Classroom can be integrated with a wide range of other platforms teachers like to use, and provides higher expectations for essay writing and other skills students need to become college and career ready.

Google Classroom

Screencastify

Screencastify is an extension on Google Chrome that allows you to record video and audio of yourself, and/or any content on your computer screen. This will be essential for any asynchronous learning that takes place. Benefits of Screencastify include:

➜ Directly integrates and saves to Google Drive
➜ Includes a video editor
➜ Can upload videos directly to YouTube
➜ Can download videos as instructional GIFs
➜ Can include a video-in-screen recording
➜ Includes imbedded annotation tools
➜ Extremely simple and easy to use
➜ Can be easily pushed out to all teacher computers on Chrome
➜ Created videos would stay secure within the Lowell domain
➜ Click here to learn more

EdPuzzle

EdPuzzle is a web-based application that allows teachers to turn videos into lessons. Video-lessons allow students to be active participants in learning from a video. This is essential for asynchronous learning. Some benefits include:

➜ Directly integrates with Google Classroom
➜ Includes a video editor
➜ Can set videos so that students cannot skip through them, and see how much they have watched
➜ Embed questions throughout videos
➜ Add voice over to videos
➜ Use videos from YouTube or upload your own teaching video
➜ Create own video lessons
➜ Choose already created lessons from a library
➜ Track student progress through lessons
➜ Click here to learn more

edpuzzle

Google Meet

Google Meet is a video calling service that is part of Google Suites. The district already pays for Google Suites, so there are many benefits of using Google Meet as our video calling service:

➔ Integrates directly with Google Classroom
➔ Students sign-in through their school based accounts
   ◆ Privacy & Security
➔ Settings can be controlled by district IT department
➔ Integrates with Google Calendar and Microsoft Outlook
➔ Noise cancellation
➔ Join from any device

Limitations to instruction (rumored to be fixed by start of school year):

➔ No whiteboard or annotation tool
➔ No breakout rooms
➔ No interactive participant features (hand-raise, polling, etc.)
➔ No ability to "give student control of mouse" *** (this will still not be added with upgrade)

Learn more about Google Meet here.

Google Meet

Zoom

Zoom is a video conferencing tool that has been used consistently throughout remote learning across the district. Currently, the district is using a free version of Zoom with the time-limit removed due to the pandemic; however, the district will need to purchase Zoom for the fall. The paid version of Zoom has the following benefits:

➔ No time limit
➔ Whiteboard and annotation features
➔ Breakout rooms
➔ Multiple screen-sharing options
➔ Ability to "give the mouse" to students
➔ Participant interactivity (hand raise, slow down, speed up, polling, etc.)
➔ Attendance exports
➔ Learn more about Zoom here.

Remind

Remind is an app that allows schools to easily communicate with families. Remind can be accessed on a computer or a phone, and allows messaging, voice calling, and translation. Remind is extremely easy to use and includes the following advantages:

➔ School and district level analytics and controls
➔ Free for parents to download and use
➔ Allows teachers to call and message with families without using their personal phone numbers
➔ Families can translate messages in 6 languages automatically, based on their own personal phone settings
➔ Staff can easily translate messages to send in 70+ languages
➔ Supported by Google and Google Classroom
➔ Ability to connect to rostering
➔ Click here for more information

Allied Arts

Just as during in-person learning, all grade levels will have Allied Arts consistently. Both middle and elementary school students will have Allied Arts daily, with a few variations:

Elementary

➔ 30 minute periods per day in school-day schedule
➔ Consistent time each day for each classroom
➔ Suggested as best practice:
  ◆ Students have the same special for a week at a time to allow for deeper learning and projects

Middle

➔ 30 minute periods per day in school-day schedule
➔ Consistent time each day for each grade level
➔ Suggested as best practice:
  ◆ Allied Arts resources are housed in a Virtual Classroom attached to the school-created Virtual School
  ◆ Students have the same special for a week at a time to allow for deeper learning and projects

Allied Arts often requires student materials (instruments, art supplies, etc.). Schools will be required to develop a plan for how to distribute instructional materials to students.

Attendance

Daily attendance will be taken during the initial morning meeting in all grade levels. Although there will be extenuating circumstances, the expectation is that students will attend the first meeting of the day. Attendance will only be taken during this time to allow other meetings throughout the day to focus on instruction.

➔ X2 will continue to be used for attendance
➔ Attendance from Zoom/Google Meet meetings will be exported, and a system will be set up for this data to be imported into X2
  ◆ Two possible systems:
    ● Teachers fill out Google Form for any student who is "absent", the data is collected and stored in a school file, which will be uploaded to X2 by admin or clerks
    ● Teachers export the attendance file directly from Google Meet/Zoom and upload to a school-based file, which will be uploaded to X2 by admin or clerks
➔ Alternative processes will be created for extenuating circumstances
  ◆ Positive reward/motivation systems will be designed for individual cases
➔ School based attendance teams will track daily attendance and follow LPS attendance guidelines to work with families
➔ Paraprofessionals will help support students identified as at-risk due to attendance

Time on Learning

A frame for a school day has been created for both elementary and middle school. The frames follow most recent DESE guidance (as of 6/30/20). For all scenarios and grade levels, a four day instructional week, with one day for planning, PD, and student support is advised. Click below for detailed information for elementary and middle time on learning.

Elementary

Middle

For any remote learning scenario, if it is safe to do so, teachers should have the **option** to teach from their classrooms.

Elementary Time on Learning
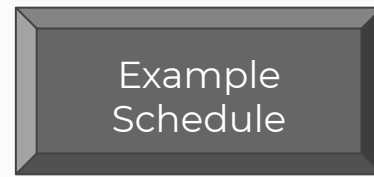
➜ Daily morning meeting with homeroom teacher
   ◆ Attendance, SEL Activity, launch new content
➜ Student/teacher breaks built into daily schedule
➜ Instructional Periods should include a mix of the following (based on needs of students):
   ◆ Full-class or small group synchronous learning (by homeroom teacher, paraprofessional, SPED teacher, ELL teacher, etc.)
   ◆ Asynchronous media instruction
   ◆ Student work session on SeeSaw or Google Classroom assignment
   ◆ Student work session on digital platform (ST Math, Lexia, etc.)

School Day Frame (9:00AM-1:00PM)

➜ ELA: 70 minutes
➜ Math: 60 minutes
➜ Specials: 30 minutes
➜ Science or Social Studies: 30 minutes

It IS NOT suggested that teachers are on Google Meet/Zoom for the entire content block, but they should be available during that time to monitor student work and provide feedback

➜ Staff is required to be on duty until 3pm
   ◆ This leaves 1-3pm available for lunch, collaboration, training, and meetings as needed
   ◆ Allows for student work completion with teacher support available

Middle Time on Learning
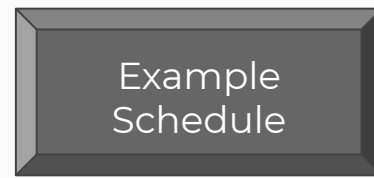
➔ Daily morning check-in with homeroom teacher
- ◆ Attendance
➔ Student/teacher breaks built into daily schedule
➔ Instructional periods should include a mix of the following (based on needs of students):
- ◆ Full-class or small group synchronous learning (by homeroom teacher, paraprofessional, SPED teacher, ELL teacher, etc.)
- ◆ Asynchronous media instruction
- ◆ Student work session on Google Classroom assignment
- ◆ Student work session on digital platform (ST Math, Lexia, etc.)

School Day Frame (8:55AM-1:00PM)

➔ Two content areas per day (85 minutes each)
➔ Allied Arts (30 minutes)

It IS NOT suggested that teachers are on Google Meet/Zoom for the entire content block, but they should be available during that time to monitor student work and provide feedback

➔ Staff is required to be on duty until 3pm
- ◆ This leaves 1-3pm available for lunch, collaboration, training, and meetings as needed
- ◆ Allows for student work completion with teacher support available

Elementary Example Schedule

Sample Schedule of Elementary Remote Learning Day:

Time	Regular Work Day	Take A Breather (TAB) Day
9:00-9:20	Morning Meeting with Homeroom Teacher	Small Group/Independent Student Support/Social Emotional Learning
9:20-9:50	Specials – One Special per grade level for the full week	
9:50-11:00	ELA Block to include Literacy Instruction and Reading, Writing, Phonics/Word Work – Independent and small group instruction	Teacher PD/Student Work Completion
11:00-11:15	Movement Break	
11:15-12:15	Math Block – Independent and small group instruction	
12:15-12:45	Science or Social Studies - Look at doing each for a week	
12:45-1:00	Student Share Out	
1:00-3:00pm	Student Work Completion (Staff on Duty...Lunch, Collaborations, Meetings, Small Group Work, & Training As Needed)	

*This is just an example schedule. Schools will need to adjust based on their needs; for example, schools that share allied arts, or that have sub-seperate programs. Schools will also need to plan for the 1-3pm time frame that staff must be on duty.

Middle Example Schedules

Sample Schedule of Middle Remote Learning Day:

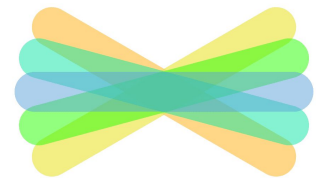|	Monday	Tuesday	Wednesday	Thursday	Friday
8:55-9:25	Allied Arts	Allied Arts	Allied Arts	Allied Arts	Small Group/ Individual Student Support & Teacher PD/ Student Work Completion
9:25-9:55	HR	HR	HR	HR	
9:55-10:25	Content A	Content C	Content A	Content C	
10:25-11:20					
11:20-11:35	BREAK	BREAK	BREAK	BREAK	
11:35-12:05	Content B	Content D	Content B	Content D	
12:05-1					
1:00-3:00	Student Work Completion (Staff on Duty) (Lunch, Collaborations, Meetings, Small Group Work, & Training As Needed)				

*This is just an example schedule. Schools will need to adjust based on their needs; for example, schools that have more than four main content areas, or that have sub-seperate programs. Schools will also need to plan for the 1-3pm time frame that staff must be on duty.

Materials Required

Remote learning will require students and staff to have access to several subscriptions to promote effective remote teaching and learning. These platforms will also be used in all return to school scenarios, and will be an asset to student learning. The follow subscriptions are essential:

➔ Remind
➔ SeeSaw (elementary and sub-separate programs)
➔ Screencastify
➔ EdPuzzle
➔ **Zoom (if Google Meet does not meet requirements with upgrade)

Grading

Just as during the old normal, grading will look different for elementary and middle school. Elementary will continue with a revised standards-based report card, while middle school will stay with a content-based report card. Both report cards will also contain grades related to behavior and effort, modified to align with remote learning expectations.

Elementary

Middle

Elementary Grading

The following changes need to be made to the elementary report cards to align with remote learning expectations:

➔ Content Standards
  ◆ Although the report card will remain standards-based, standards will be grouped by domain, rather than individually listed
    ● Teachers will still be able to assess the individual standards within the domain, and the report card will give an overall view of how the student is performing within each domain
    ● This is similar to how currently used assessment systems including ST Math, iReady, and MCAS report student understanding
➔ Allied Arts will remain the same
➔ Responsibilities and expectations
  ◆ Modified to account for responsibilities and expectations through remote learning
  ◆ Students who do not meet the expectations on any remote instructional platforms will be removed from the platform, and a re-entry to platform plan will be created in collaboration with families

Example Report Card

Elementary Example Report Card

Current Report Card

Academic Standards – Rating System
5 - Exceeds the Standard
4 - Meets the Standard
3 - Progressing toward the Standard
2 - Beginning to understand the Standard, but requires support
1 - Not yet understanding the Standard, requires ongoing support
M - Modified grading under an Individual Education Plan.
Content areas not assessed during a grading period are intentionally left blank

Numbers & Operations – Base 10	Fall	Winter	Spring
Recognizes relationship in place value, to 1,000,000	X	X	X
Reads, writes, compares whole numbers to 1,000,000	X	X	X
Uses place value to round whole numbers to 1,000,000	X	X	X
Adds & subtracts within 1,000,000, standard algorithm	X	X	X
Multiplies 2-digit numbers		X	X
Divides 4-digit by 1-digit numbers, remainders		X	X

Operations & Algebraic Thinking	Fall	Winter	Spring
Multiplies as a comparison	X	X	X
Uses 4 operations to solve multi-step word problems	X	X	X
Fluently multiplies & divides (facts through 12x12)	X	X	X
Identifies, recognizes multiples & factor pairs within 100		X	X

Geometry, Measurement & Data	Fall	Winter	Spring
Analyzes and classifies 2-D geometric figures		X	X
Solves measurement & conversion toward smaller units	X	X	X
Solves unknown factor (area & perimeter) for rectangles	X	X	X

Numbers & Operations – Fractions	Fall	Winter	Spring
Generates and recognizes equivalent fractions		X	X
Compares & orders unlike fractions & decimals (< = >)		X	X
Composes and decomposes fractions		X	X
Multiplies a fraction by a whole number		X	X

Science – Grade 4	Fall	Winter	Spring
Demonstrates controlled energy transfer experiments			
Describes energy transfer			
Predicts changes in energy when the variables differ			
Applies the principles of the engineering/design process			
Investigates the composition of soil: different locations			
Describes changes by erosion, weathering, disposition			
Explains the changes in rock and Earth's landscape			

DRAFT Remote Learning Report Card

Academic Standards – Rating System
5 - Exceeds the Standard
4 - Meets the Standard
3 - Progressing toward the Standard
2 - Beginning to understand the Standard, but requires support
1 - Not yet understanding the Standard, requires ongoing support
M - Modified grading under an Individual Education Plan.
Content areas not assessed during a grading period are intentionally left blank

MATHEMATICS	Fall	Winter	Spring
Numbers & Operations – Base 10			
Operations & Algebraic Thinking			
Geometry, Measurement & Data			
Numbers & Operations – Fractions			

SCIENCE	Fall	Winter	Spring
Physical Science			
Life Science			
Earth & Space Science			
Technology/Engineering			

ELA	Fall	Winter	Spring
Reading			
Writing			
Speaking & Listening			
Language			

Social Studies	Fall	Winter	Spring
Written work and knowledge			

Click on the images to view full report card

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Middle School Grading

The following changes need to be made to the middle school report cards to align with remote learning expectations:

➔ Content-Specific Grading system will stay the same
   ◆ Grades will be tracked in Google Classroom's gradebook by subject
   ◆ Grades will be exported/imported to X2
   ◆ Parents will have access to live grades through Google Classroom
➔ Conduct & Effort
   ◆ Modified to account for responsibilities and expectations through Remote Learning
   ◆ Students who do not meet the expectations on any remote instructional platforms will be removed from the platform, and a re-entry to platform plan will be created in collaboration with families
      ● These behaviors will be documented in X2 as a behavior referral
   ◆ This section of the report card will be renamed to Participation & Effort
      ● Participation - How interactive and accountable was the student during live teaching sessions or meetings?
      ● Effort - How much effort did the student put into their work based on the completed student work?

Example
Report Card

Middle School Example Report Card

Current Report Card

Course Instructor	Room	Grade	Conduct	Effort	1st Quarter
English Language Arts - Grade	209	90	B	B	Pleasure to have in class.
Mathematics - Grade 6	216	91	B	A	Pleasure to have in class.
Science - Grade 6	208	85	B	A	
Social Studies - Grade 6	209	94	B	A	Pleasure to have in class.
Art - Grade 6	102				
Music - Grade 6	150				
Art II - Grade 6	102	98	A	A	
Music II - Grade 6	101	91	A	A	
Physical Education - Grade 6	GYM				
Physical Education II - Grade 6	GYM	90	A	A	
Health - Grade 6	0000	95	A	A	
Academic Extension - Grade 6		S	B	B	

DRAFT Remote Learning Report Card

Course Instructor	Room	Grade	Participation	Effort	1st Quarter
English Language Arts - Grade	209	90	B	B	Pleasure to have in class.
Mathematics - Grade 6	216	91	B	A	Pleasure to have in class.
Science - Grade 6	208	85	B	A	
Social Studies - Grade 6	209	94	B	A	Pleasure to have in class.
Art - Grade 6	102				
Music - Grade 6	150				
Art II - Grade 6	102	98	A	A	
Music II - Grade 6	101	91	A	A	
Physical Education - Grade 6	GYM				
Physical Education II - Grade 6	GYM	90	A	A	
Health - Grade 6	0000	95	A	A	
Academic Extension - Grade 6		S	B	B	

Assessment

To assess student understanding, the district will need to adapt some of its current assessments to be better suited for remote learning. Additionally, staff members will need to be utilized flexibly to support with 1-on-1 assessments. Please see recommendations below:

➔ ESGI Subscription to set-up assessments for Kindergarten and Grade 1 students
➔ i-Ready diagnostic for grades 2-8
➔ Allied Arts teachers and other staff members used flexibly to support with assessments that require 1-to-1 meetings
➔ X2 databasing of assessment data
➔ SeeSaw (K-2) and Google Classroom (2-8) used to assign and assess performance based tasks
    ◆ Just as during in person learning, end of unit assessments and rubrics should be provided by the district, and modified for remote learning

Professional Development

Professional development will be essential to implementing an effective remote learning plan for all stakeholders involved. To be most effective, the district needs to make sure administrators, teachers, parents, and staff are comfortable with the digital platforms prior to students returning, and sustain this support throughout the year. The following will ensure a smooth transition to remote teaching and learning:

➔ For teachers
  ◆ District funds professional development for teachers the week prior to the start of the school year
  ◆ Initial weeks of remote learning the "student work" day will be dedicated to teacher training
  ◆ Recommendation: Switch Election Day PD in November to Election Day September 1st
    ● This will allow for 2 full PD days before students return to school
  ◆ PD sessions on Election Days and "student work" days should be developed for teachers to earn PDPs
  ◆ Use a "flipped classroom" approach for teacher PD to model best practices in remote learning
    ● Teachers watch provided videos beforehand, and spend the PD time discussing and planning
  ◆ Continue to supply videos and resources for teachers related to: flipped classroom approach, digital platforms, etc.

➔ For families
  ◆ Provide easily accessible, translatable videos
    ● Explain flipped classroom approach
    ● How to use digital platforms
    ● Explanation of grading
  ◆ Family training
    ● Explanations and resources around device care and use
    ● Multiple opportunities to learn how to use the technology
    ● Explanation of roles and expectations within the remote model, and how to support student(s)
    ● All opportunities should be offered in multiple languages
    ● Orientations for students could include community building activities, opportunities to process experiences of learning at home, introduction and training on how to access learning through platforms, expectations for learning during remote periods, etc

Operations & Safety

Meals

Social Distancing Requirements

Health Screening

PPE Requirements

Safety Plan Procedures

Arrival and Dismissal

Infrastructure Demands

Meals

Our students' basic needs will not change just because we are teaching and learning remotely. Therefore, we recommend:

➔ Grab and Go meal sites should continue daily
➔ Meal delivery service should be reinstated for families who are not able to access meal sites
  ◆ We cannot rely on volunteer groups to support with this indefinitely
  ◆ The district needs a plan to help get families without access to meal sites food, should they need it

Health Screening

Although there will not be as much interaction among staff, students, and families, resources should still be available and accessible.

➔ Resources should be provided to families who are experiencing symptoms or other health emergencies, as needed
➔ Any staff members or families who must enter the buildings for some reason will have temperature checked prior to entering the building
  ◆ Appropriate PPE and social distancing guidelines in accordance with the state will be enforced if the person has no temperature
  ◆ If the person has a temperature, they will not be allowed in the building
  ◆ Additionally, if a person has tested positive for COVID or been exposed to anyone who has tested positive, they will not be allowed in the building until the designated quarantine and no symptom measures have been followed

PPE Requirements

All staff members and families must adhere to current CDC guidelines when in school buildings, or when any materials are picked up/dropped off at the school to support remote learning. Further recommendations will come with additional state and CDC guidance. Current guidance suggests:

➔ Masks must be worn
➔ Hand sanitizer should be readily available in all school buildings

Social Distancing Requirements

All staff members and families must adhere to current CDC guidelines when in school buildings, or when any materials are picked up/dropped off at the school to support remote learning. Further recommendations will come with additional state and CDC guidance. Remote learning plan will reflect the structures of the in-person and hybrid learning models if/when staff need access to the building. Current recommendations include:

➔ Maintain a distance of six feet, when possible (if not, wear a mask)
➔ Limit the number of people of each room

Arrival and Dismissal

In remote learning, arrival and dismissal will be virtual (see <u>attendance</u>), however all staff and students will follow appropriate social distancing and PPE requirements in any situation that involves social interaction or entering buildings.

Safety Plan Procedures

→ Any and all safety or crisis planning will be done by families in their homes
  ◆ Resources will be provided for families who are dealing with safety or crisis situations
  ◆ Families should utilize emergency response agencies in the city for immediate safety concerns or crisis intervention
→ In the event that a staff member sees or hears something concerning in the home of a student through the digital platforms, the staff member will alert the school administration
  ◆ Administration will decide about how to proceed with regard to filing a 51A or contacting the Lowell Police Department
  ◆ If the staff member disagrees with the administration's decision, they are able to also file a 51A on their own and/or contact the Lowell Police Department

Disciplinary concerns will be recorded in X2 and school administration will work with the family of the student to address the behaviors/disciplinary concerns

Infrastructure Demands

Remote learning causes several challenges, including access to reliable internet, which is necessary for students to actively participate in remote learning. Additionally, there are added stressors on families and staff to troubleshoot technology. Therefore, the district should provide the following:

➔ Families
- ◆ Have a plan in place for families without the ability to access internet
  - ● Hotspot distribution by the district
  - ● Free internet for families agreement worked out with Comcast
  - ● Mobile hotspots in targeted neighborhoods
  - ● Access to Internet made available to families in need at the school buildings
- ◆ IT support
  - ● Continue physical tech tents for device repairs and troubleshooting
  - ● Call in/email system specifically for families for answering technology questions

Human Resources

Required Staffing Needs

Job Description Impacts

Accommodations for high-risk staff

Substitute Impacts

Required Staffing Needs

Staff will need professional development prior to the start of the school year, and throughout the school year.

➔ Professional Development for new digital learning platforms
  ◆ Remind
  ◆ SeeSaw
  ◆ Google Classroom
  ◆ ScreenCastify & EdPuzzle
  ◆ Flipped Classroom Approaches (Best Practice Recommendation)
  ◆ Virtual Classroom & School (Best Practice Recommendation)
➔ Professional Development can take place during "student work" days

Staff will also need consistent and reliable internet access:

➔ Staff will have access to the school buildings to provide them with reliable internet access

Job Description Impacts

To ensure the success of remote teaching and learning, everyone must contribute equitably. Therefore:

➔ Job descriptions and expectations need to be flexible
➔ Include paraprofessionals and school clerks in MOAs
➔ Sub-separate programs and early education need to have access to classroom for hands-on materials on a weekly basis
  ◆ These materials also must be made available to students

Accommodations for High Risk Staff

The safety of our staff is very important. The following recommendations are to ensure the safety of staff members:

➔ High risk staff members become part of a permanent remote learning team
➔ Provide exemptions to all high risk staff members from being present at any task that would require face-to-face interactions

Substitute Impacts

➔ Allow for paraprofessionals and/or school tutors with pre-existing relationships with students, staff, and school culture to take the substitute teaching positions

Financial Implications

Materials Cost

Staffing Costs

Contractual Impacts

Materials Costs

Licenses for Digital Platforms

➔ X2, Google Classroom, & Google Meet already owned by district
➔ Remind
   ◆ $4-$5 per student
   ◆ Free version
      ● Can be used, but not recommended (limits characters, does not include as many languages, limited number of contacts in each group message)
➔ Screencastify & EdPuzzle
   ◆ $1-$2 per student for each platform
   ◆ Free versions
      ● Can be used, but not recommended (5 minute video time limit, limited video editing)
➔ Zoom (only if Google Meet upgrades do not include additional features)
   ◆ $300-$600 per license based on "add ons" included
   ◆ Free version
      ● Not recommended (40 minute time limit, limited participation features)
➔ SeeSaw (prek-2 and sub-separate programs)
   ◆ $4-$5 per student
   ◆ Free version
      ● Not recommended (cannot track progress on standards or have multiple co-teachers)

Additional Costs

Additional Materials Costs

Materials to Support Instruction

➔ Laptops for paraprofessionals and tutors
   ◆ Utilizing refurbished MacBook carts at each school is an option
➔ Hands-on materials for students
   ◆ Cost based on school, program, and need
   ◆ Materials would need to be available for individual students and delivered as needed

Professional Development

➔ PD budget provided to each school
   ◆ Proactive training for staff in the week prior to Orientation Day
      ● $25,000-$30,000 per school

Curriculum & Content Development

➔ Curriculum & content development teams to create, organize, and vet resources for use within the Remote Learning model in all subject areas
   ◆ $20,000-$30,000 per school
➔ Additional license through Curriculum Office for all schools
   ◆ $113,000 (would cover all schools)

Staffing Costs

Additional Staffing Costs

➔ Funding for planning time and teacher training outside of contracted hours or before the school year begins

➔ Funding for Curriculum & Content teams to do work creating, organizing, and vetting resources to use within the Remote Learning model in all content areas

Contractual Impacts

Negotiations Needed:

➔ Flexibility of job descriptions for some teaching staff
➔ Agreed upon expectations for paraprofessionals, clerks, and tutors
➔ Exchanging PD day for teachers (Nov. 3) for the Election Day off for teachers (Sept. 1)
  ◆ This will allows for back-to-back training days for staff prior to school opening
  ◆ Teachers will still have same amount of working days/vacation days, just on different dates

Addressing the Needs of Students

Mainstream Special Education	**Sub-Separate Special Education**	**Emerging & Intermediate ESL**	
Opt-Out Procedures	**Early Childhood**	**Limited Income**	**Accommodations for High Risk Students**
Limited Technology and/or Internet in the Home	**Social Emotional Needs**	**Basic Needs**	

Mainstream Special Education

General Expectations

➔ SPED teachers will be assigned as co-teachers in the Google Classrooms/SeeSaw Classrooms where they support students

➔ SPED teachers will be expected to run small groups and/or breakout rooms within the mainstream content blocks

➔ "Student work" day can also be used for small group/individual support

➔ IEP meetings can be scheduled during the 1-3PM block available because staff is still required to be on duty during those times
  ◆ The meetings will be scheduled for 30-45 minute time frames

Special Education Testing Plan

➔ Remote evaluations are not reliable and/or valid and cannot be defended in court or at BSEA

➔ In-school face to face assessment produces most reliable and valid results
  ◆ Designate rooms in schools with social distancing precautions and protocols
  ◆ Appointments for assessment (use ECC model)
  ◆ Families who miss appointments:
    ● Provide transportation & be flexible with dates/times
    ● Proactively communicate with the family before their scheduled appointment
    ● Offer extended timelines as needed
  ◆ Not all Re-evaluations require face to face assessment
    ● Use of Re-eval (REED) process to determine re-evaluations that do not require additional face to face assessment to re-qualify students
      ○ This only applies to certain cases
      ○ Process was piloted in the spring
      ○ Can be done virtually

Sub-Separate Special Education

- ➔ Programs will follow the same "frame" of mainstream schedules, but will individualize the content blocks to meet the specific needs of their students
- ➔ Allied Arts scheduling will need to be created at these schools around the Allied Arts obligations at other schools
    - ◆ This may require an adjustment of the overall schedule, which this team will work with each school on building
- ➔ Each program will have the flexibility to use any of the digital platforms identified in this plan
    - ◆ A program/alternative school may choose to use SeeSaw or Google Classroom solely for K-12
- ➔ There may be some additional recommendations for licenses for programs/platforms for these programs individually
    - ◆ BoomCards for the CSA programs
- ➔ Attendance expectations will be the same as with every other school in that students MUST attend the first period of the day to be marked "present"
    - ◆ Schools will work individually with families/cases to develop plans for students who are not meeting the expectations consistently

Emerging & Intermediate ESL

Emerging ESL

➔ ELL teachers will be assigned as co-teachers in the Google Classrooms/SeeSaw Classrooms where they support students
➔ ELL teachers will be expected to run small groups and/or breakout rooms within the mainstream content blocks
➔ "Student work" day can also be used for small group/individual support
➔ Emerging ESL student groups will need to be more consistent and intensive based on the needs of the students

Intermediate ESL

➔ ELL teachers will be assigned as co-teachers in the Google Classrooms/SeeSaw Classrooms where they support students
➔ ELL teachers will be expected to run small groups and/or breakout rooms within the mainstream content blocks
➔ "Student work" day can also be used for small group/individual support

Opt Out Procedures

If the health crisis causes school buildings to be closed, there will be no Opt-Out of remote learning, as it will be the only means of instruction possible. In the in-person and hybrid models, remote learning will be the Opt-Out option for families who are uncomfortable sending their students to school buildings.

Early Childhood

Students in early childhood have different needs than older students. Therefore, the following is recommended:

➔ Regular access to hands-on materials and resources
  ◆ Schools will need to develop a plan and communicate with families how they will safely make these materials and resources available to students on a weekly basis
➔ Alternative Technology
  ◆ Early childhood students may more easily access a tablet than a Chromebook or MacBook
    ● District is looking into the feasibility and effectiveness of providing this population with alternative technology
    ● CSA PreK population will receive tablets

Limited Income

Services in place for limited income students during the historically typical, in-person school year, will still be available. Additional services will need to be offered:

➔ These students follow all of the same guidelines as the other students and will be provided a 1-1 device
➔ The district needs to seek out solutions for Internet service for this population of students (see Infrastructure Demands)
  ◆ Students who do not have internet access will be allowed to utilize the school for their remote learning requirements
➔ The schools and district will provide access to resources to meet basic needs such as food, clothing donations, and toiletry supplies through collaborations with Aramark, Food Pantries and Catie's Closet

Limited Technology and/or Home Internet

The district needs to ensure equitable access to technology devices and internet to use the devices. Therefore:

➔ District will provide 1-1 ratio for students to devices
   ◆ Every LPS student will be assigned a Chromebook or MacBook at the start of the school year
➔ District will develop solutions for internet access for families (see Infrastructure Demands)
   ◆ This will be essential in a remote learning scenario, as it is the district's responsibility to provide education to ALL students
   ◆ Students who do not have internet access will be allowed to utilize the school for their remote learning requirements

Social Emotional Needs

Social emotional needs are not only important during in-person instruction, but equally, if not more, important during a remote learning scenario. Therefore, social emotional learning will need to continue through a remote learning scenario:

➔ Incorporate into the homeroom during the first meeting of each instructional day
➔ Teachers identify students who need additional "check-ins" done by social worker and/or SEL staff for significant concerns utilizing teletherapy or conferencing
➔ Additional SEL work can be done during the "student work" day with small groups, as needed
➔ Incorporate online resources such as Second Step to help support SEL work with students remotely

Basic Needs

Services in place for students to help them meet their basic needs during the old normal, in-person school year, will still be available, and additional services will need to be offered:

➔ Catie's Closet will continue to stock clothing & toiletry items at each school for families to access as needed
➔ Aramark will continue to provide food truck service at strategic locations throughout the city for breakfast & lunch for students
    ◆ Students/families who cannot access those trucks will be incorporated into a food delivery system designed by the district

Accommodations for High Risk Students

Within the Remote Learning model, all high-risk/medical students would be working from home. This Remote Learning model may be considered as an accommodation for high risk students in an in-person or hybrid scenario.

Community Impacts

Childcare Implications for Staff

Childcare Implications for Families

Traffic

Volunteers Guest Speakers Field Trips

Outside Agencies

Use of Facilities Permits

Childcare Implications for Staff

➔ State is considering classifying school staff as "essential", which would open up emergency child care options for school staff
  ◆ If not, open classrooms in a few designated schools, following state guidelines, will be used for childcare supervised by paraprofessionals while teachers teach remotely from other rooms in the school
➔ Schools would work with individual staff members around their child care needs to ensure they are able to fulfill responsibilities/expectations while also being able to care for their own children
  ◆ This would be linked to the flexible job descriptions because these cases would need individualized solutions for staff members

Childcare Implications for Families

➔ Utilize empty schools as an emergency child care option for families in need
   - ◆ Create an application process
   - ◆ Staffing could incorporate paraprofessionals to supervise the children and support them in their own remote learning
   - ◆ 6 per classroom and follow all assigned social distancing guidelines from the state

Traffic

➔ Traffic patterns for Tech Tent days at schools and lunch distribution will be designed by school administration to adhere to any and all social distancing guidelines established by the state

Volunteers, Guest Speakers, Field Trips

Volunteers, guest speakers, and field trips would still be a highly encourage part of teaching and learning. This can occur through the following recommendations:

➔ All volunteers & speakers to classrooms would be through virtual platforms
➔ All field trips would be through online sites or virtual platforms
➔ The CORI process would continue to follow district guidelines

Outside Agencies

- ➔ Outside agencies and counselors will be able to communicate and interact with staff virtually or through non-interpersonal correspondence
- ➔ In the situations where the agencies and counselors will need to interact with students, proper releases and teletherapy guidelines must be followed
- ➔ The standard release policies and procedures would continue to be enforced

Use of Facilities Permit

This process will be at the **discretion of the district** given that students will not be occupying the building in this model.

Extracurriculars

Sports

Before and After School Programs

Clubs and Activities

Sports

➔ After school sports teams will be held to the protocols and guidelines established by the state with regard to safety precautions and social distancing

  ◆ If the guidelines do not allow for sporting teams to exist, then the school teams will not organize sports teams while Remote Learning is in place

  ◆ The schools will communicate and coordinate with local youth sports organizations and follow the same guidelines

Before & After School Programs

Asynchronous and synchronous digital options will be investigated for before and after school opportunities for students.

Clubs & Activities

All clubs and activities will be transitioned to online or remote versions such as STEM Clubs, Art Clubs, and Knowledge Bowl.

➔ This will require planning time for each club

Unanswered Questions

➜ What will curriculum look like for Kindergarten?
- ◆ Centers will not happen during remote learning, need an alternative (specifically for science)

➜ Curriculum maps need to be revisited
- ◆ How can we cover all standards in a finite amount of time (shorter school day/week)?

➜ Ratio of staff and students returning vs. remote
- ◆ Work with union and central office
  - ● How will we manage opt-out, and staff/student assignments?

➜ If we utilize paras and school buildings for childcare/remote learning support, what will the application process look like?
- ◆ How will it be managed?