Scenario Plan: Full Remote Learning

		PreK-8	High School
Teaching & Learning	Curriculum	Content and Curriculum Maps provided by Curriculum Office and Literacy/Math Coaches/Teacher Teams 　○ Identify district prioritized standards for each grade level based on DESE guidance and in collaboration with central office/teacher teams 　○ Use the benefits of the spiraling curriculum to teach current grade level standards while providing specific instruction of requisite standards that may have been missed during the closure Curriculum library maintained for teachers to share items and also utilize resources to create content for students 　○ Housed on Google Drive 　○ Combination of resources developed by Literacy Specialists, MRTs, and teachers A **flipped classroom** model would be recommended as a best practice for Grades 3 & 4 while a modified version of flipped classroom would be recommended for K-2. For Grades 5-8, curriculum & instruction will be presented in a Flipped Classroom model over the course of each unit. 　○ PD will be available through Kara Wilkins & McAuliffe School A vetted library of resources organized for LPS on SeeSaw ● **Social Studies**: 　○ Children Discovering Justice is using grant money to work with a group of Lowell teachers on writing K-4 lessons suitable for remote learning. All teachers and students, grades 5-8, have online access to their social studies programs. They can assign lessons to students using Google Classroom. ● **Science**: 　○ Group of teachers at grades 1-8 working to streamline FOSS 　○ Supplement FOSS with Mystery Science 　○ Create digital science notebooks suitable for remote learning. ● **Math**: 　○ Purchasing teacher and student subscriptions to "In Sync" from the publisher of Eureka Math. Students will have video lessons, digital classwork, and family guidance in English and Spanish. 　○ ST Math will be available at most schools. ● **ELA**: 　○ Literacy/Instructional Specialists are making choice boards for writing at all grade levels that include video lessons and slides. They're also preparing videos and online toolkits at all reading	<u>Start of School Year</u> ● Review/Reteaching skills and standards that were covered during remote instruction in the previous grade level ● Individual CPT time to discuss the curriculum and review student data 　○ CPT teams determine core assignments necessary to demonstrate proficiency for all students including those on 504s, IEPs, and ELLs, with differentiated assignments, as applicable. 　○ Plan remote learning assignments that require critical thinking rather than "Google-able" answers Testing with iReady for Math and ELA ● Complete digital literacy assignments <u>Student Materials</u> ● Chromebook -- district issued device must be used for all learning ● Each department determines a list of consumable supplies/materials for students. 　○ Students pick up individual materials at designated pickup sites <u>Impact on Master Schedule</u> ● Students can be enrolled in 7 courses, but students may elect to only enroll in the number needed to meet core promotion requirements ● Internships or work study may be allowed to fill out the schedule of a student enrolled in fewer than 7 courses ● Link to proposed schedule document <u>Delivery and Documentation</u> Rely on PLCs to divide up work for subjects 　○ Should be consistent across similar courses 　○ Rotating "office hours" within PLC for remote learning questions ● Consistent use of Google Classroom for lessons ● Consistent grading policy across school ● Teachers must input grades in Aspen in a timely manner (time on Wednesdays?) ● Teachers must use Aspen journal to document all student concerns and issues; student/parent outreach; etc. ● Shortened or virtual science labs as needed ● Utilize online courses/ resources as needed 　○ APEX 　○ Khan Academy

		levels. ○ Looking to expand licenses for Lexia and Raz Kids. ○ Access to Teachers College Reading and Writing Project video library of 1,300+ mini-lesson videos adapted for Remote Learning & Flipped Classroom model	○ YouTube and other video sites -- need a way to ensure that videos staff want to use for educational purposes are not blocked on student login

	Instructional Technology Platform	Consistent technological platform for each grade level
		● PreK-Grade 1 - Seesaw
		● Grade 2 - Seesaw/Google Classroom
		● Grade 3-8 -Google Classroom
		● Screencastify/EdPuzzle
		● Based on Google Meets upgrades
		  ○ If Google Meets fits ALL of our needs (annotating, breakout rooms, ability to do whole school or multi-class connections) then the district already owns this license
		  ○ If Google Meets upgrade does not meet all of our needs, purchasing at least some Zoom licenses for each school is recommended
		● Recommended best practice would be a Virtual School that houses links to all teams/classrooms…"one stop shopping" for parents and students
		  ○ These links would include Virtual Classrooms that housed all the resources & platforms needed by students during Remote Learning
		  ○ PD available and provided through Wang School
			Consistent Technology Platforms Grades 9-12
			● Students:
			  ○ 1:1 Chromebooks; students should bring the device to and from school every day
			    ■ Need some way to identify individual devices other than the number?
			  ○ Students must use district issued device and school account
			  ○ Need to ensure that online assessments cannot be copied or shared among students
			  ○ Some educational programs will not run on a Chromebook; Engineering, CAD
			● Teachers:
			  ○ Google Classroom for curriculum delivery
			  ○ Google Meets or Zoom for remote access
			  ○ Supply Chromebooks for teachers to see what students are experiencing
			  ○ Aspen for grading and journaling
			  ○ Reduce the number of platforms used in each subject area?
			    ■ Some are mandated; Listenwise in EL, ELA, SS

	Allied Arts/ Specialized Classrooms	● 30 minute periods in 9-1 frame ● Consistent time each day for each classroom (elementary) or grade-level (middle school) ● Elementary Recommended Best Practice: Students will have the same special for a week at a time ● Resources housed in Virtual Classrooms (Middle School: Virtual Mansion that has each room as a different Allied Arts classroom)	● **Fine Arts classes**: Student materials requirements (art supplies, musical instruments), and course delivery method for online learning. Chorus and band have virtual component as described in LHS Full in-person return ● **Science Labs:** Virtual labs ● **Culinary classes**: Consider internship options for upper level students; software purchase has already been made for some Culinary classes ● **Business/Graphic Design/Engineering**: Determine plan for access to special software needed for courses that cannot be loaded onto chromebook (including CADD, Adobe, Matlab, etc.)

	Attendance	● Students must attend morning meetings
		  ○ Alternative processes will be designed for extenuating circumstances
		  ○ Positive reward/motivation systems will be designed for individual cases to try to encourage consistent attendance from challenging cases
		● X2 for attendance data storage
		  ○ Teachers who already enter attendance in X2 may continue to if they prefer.
		  ○ This can be achieved through a Google Form structure to make it
			Recording Attendance
			● Record daily from synchronous learning sessions for each class in Aspen
			● Student must attend entire session to be marked present (exemptions for students based on IEP or 504 accommodations)
			● Excused absences must be documented, sent via email or text to House Office
			
			Chronic Attendance Issues
			● Teachers will reach out (clearly defined in teacher contract or MOA) to students after 4 absences from a class and will record in Aspen Journal

		easier for teachers
		    ■ Fill out a form for any student who is ABSENT from morning meeting
		  ○ Administration or Clerks will enter the attendance into X2 on a daily basis
		    ■ This will allow admin to more immediately and effectively track attendance data through the resulting spreadsheet and take action where necessary
		  ○ School-based attendance teams will track daily attendance and/or "daily or weekly meaningful interactions"(per DESE guideline) and follow Lowell Public Schools district attendance intervention plan to work with families.
		    ■ Utilize Paraprofessionals to help support students identified as at-risk due to attendance
			● Guidance counselors and social workers will work with students and families to create an attendance plan
			● School-based attendance teams will track daily attendance and/or "daily or weekly meaningful interactions"(per DESE guideline) and follow Lowell Public Schools district attendance intervention plan.

	Time on Learning	Consistent frame of hours based on DESE guidance (i.e. 9AM-1PM) for live teaching and consultation with teachers
		● 4 instructional days every week
		● 1 day for students to focus solely on assignments (no new instruction) with support from teachers available during established frame
		Staff is required to be on duty until 3PM (leaving the 1-3PM timeframe available for collaboration, training, and meetings as needed)
		
		If safe to do so, provide teachers with the option of teaching from their classrooms if that is their preference.
		
		Elementary:
		● ELA (70 minutes), Math (60 minutes) and Specials (30 minutes) scheduled daily and Science or Social Studies (30 minutes)
		● Every morning there is a Zoom check-in with the HR teachers, SEL activity, launch new learning
		● Instructional periods for both schedules might include one or more of the following depending on the needs of the students and curriculum being taught: full-class synchronous learning sessions, asynchronous video instruction, student work sessions on SeeSaw or Google Classroom, work on a digital platform such as iReady, ST Math, etc., small group synchronous instruction with the teacher/paraprofessional/tutor, Special Education or ELs Support. There is no expectation or recommendation that teachers Zoom with their students for the entire block but should be available for support.
		● Will be important to have assignments for each day located in one place with easy access to other platforms
		
		Link to Recommended Elementary Schedule:
		https://docs.google.com/document/d/1eREIQwee5mrupXJhncIRqcSAF3gUAzBdF2abH
			Time on Learning
			● Combination of synchronous and asynchronous lessons.
			  ○ Sessions per week - minimum 2 synchronous (real-time) class meetings per week, per class
			  ○ Teachers must use their scheduled time for synchronous learning
			  ○ Use "Remote" version of Hybrid Learning Schedule shown here
			
			● Provide open spaces in schedule where students can meet with staff informally for academic and other support
			● Ensure schedule has formally scheduled times for small group instruction, support group meetings, guidance meetings, etc.
			● Designated check in team for at risk students (similar to cluster meeting at FA)

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		Middle School:
		● 2 subject areas per day (85 minutes each)
		● Every morning there is a Zoom check-in meeting
		  ○ 1 content area each day for the 4 instructional days
		  ○ Student work day is flexible with regard to who holds that meeting
		● Teachers complete Google Form for absent students, then Clerks/Admin enter attendance
		
		Link to Recommended Middle School Schedule:
		https://docs.google.com/document/d/1mfqDNNtyH4b11vNet54qhB8gOQw0NlC36AH7CGAa_Eo/edit?usp=sharing	

	Materials Required	● Licenses for all schools for REMIND to solidify and make consistent school/home communication channels
		● School licenses for platforms such as SeeSaw, Screencastify, EdPuzzle, etc.
		● Full licenses for all schools for Zoom with all functionalities if Google Meets does not have all of the needed features that Zoom does
		● Full licences for NewsELA and other platforms to support content within the model
			● Electronic textbooks (hard copy as required by IEP/ 504)
			● Chromebooks
			● Hotspots for students without internet access
			● Laptops or alternate means to access specialized software (such as CAD)
			● Technology for support staff (paraprofessionals, tutors)
			● Digital subscriptions to include
			  ○ SeeSaw app for special populations
			  ○ Apex courses
			  ○ Zoom licenses
			● Wacom tablets
			● Headphones

	Grading	Elementary:
		● Combine standards on report cards into broader skill/content based areas because current Elementary report cards include too many standards for teachers to be able to grade in a remote setting.
		Middle School:
		● Grading is done through Google Drive
		  ○ Parents have access to live grades
		  ○ GC should now communicate grades with X2
		● Academic report card sections shouldn't need too many adjustments given that grading can be done via Google Drive reflecting a typical grading scale
		All Students:
		● Behavior & Effort grades will be adjusted to Participation & Effort
		● Behaviors on Zoom or any other instructional platform will result in the student being removed from the platform
		  ○ X2 disciplinary referral will still happen
		  ○ Administration calls parent for inappropriate behavior during
			Grading Policy
			● Develop a more appropriate/consistent grading policy; should not be Pass/No Credit at the high school
			● Every teacher must enter grades in Aspen in a timely manner
			● Every student and parent must be in the Aspen portal
			  ○ Parent volunteers to help others learn; on-call?
			  ○ FAQ sheet
			● Grading considerations for excused absences as determined per health dept.
			● SEL concerns about ability to do work due to stress or illness; clear make-up policy
			  ○ Clear procedures for students who test positive
			  ○ Due dates must be consistent with curriculum and must meet IEP/ 504 accommodations
			● Move to semester grades; Q1/Q3 - progress report, more time for students to complete work
			Rubrics

		Remote Learning to build a path for them to return appropriately to the Remote Learning	- Develop common rubrics across all departments for Course Competency Measurement and Participation/Effort/Core Values - Clear late work and second chance policy - Appeals for documented extenuating circumstances for late work - Process for resubmitting assignments and second chance learning - Common/Summative assessments? Other ways to demonstrate proficiency?
	Assessment	- Possible ESGI Subscription to set-up Assessments for Kindergarten and 1st Grade students - Utilize iReady as the primary means of assessment for Grades 2-8 - SeeSaw (PreK- 1/2) and Google Classroom (Gr. 2-8) utilized to assess performance-based tasks - Utilize Specialists, Allied Arts, or other staff to help with assessments that require 1-to-1 meetings - X2 databasing of assessment data	**Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.** Formative Assessment (Shorter, More Procedural) - Increase use of formative assessments to gauge student learning and participation - Teachers may use tools such as Google Forms, Quizlet, Kahoot Summative Assessment - Move toward project-based assessments - Activities given over the course of one week or multiple weeks may be combined to create a single final product, such as a research paper or presentation (may be done synchronously or asynchronously) - Tests aligned with state and national tests may be given over Chromebook using Google security features (should be administered during synchronous learning time) - MCAS Assessment using 1:1 computers Diagnostic Assessment - iReady using 1:1 computers
	Professional Development	- In the initial weeks of Remote Learning, the 1 "student work" day would also be used for teacher training on any and all of the Remote Learning platforms - Recommend moving the Election Day Professional Development from November to the Election Day on September 1st to give 2 days for PD at the beginning of the school year - Fund Professional Development for teachers the week prior to the start of the school year. - Possibly use a Flipped Classroom model for PD utilizing the videos created by Kara Wilkins followed by sessions for implementation and discussion - Put together sessions that would allow offering PDPs for teachers for participation during both Orientation Day, September 1st (potentially), and the weekly Teacher Training days during the early part of Remote Learning on Student Work Days - A bank of video resources would be made available to staff (and parents) to help navigate the platforms and understand the elements of the Flipped	**Survey staff to support professional growth** PD for Students and Teachers: - Teach digital literacy protocols and internet etiquette - Directions to get on/navigate the platform in multiple languages for students and parents - Have technology help sessions for parents? - Navigating the online learning environment, including facilitation of discussions and collaborative work - Time management and organization skills training for students - Need more tech integration specialists at the high schoo PPE Instruction and Training for staff and students who are in the school building Professional Development Offered On - Google classroom/ GAFE suite

		Classroom approach to instruction 　○ This bank of videos can grow to include explanations of grading, report cards, and any other element where staff/parents will need additional support ● Parent/family training 　○ Explanations and resources around device care and use and multiple opportunities to learn how to use the technology that will be implemented in the school. 　○ Explanation of roles and expectations within the remote model, and how to support their 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	● Zoom or Google meets for synchronous learning ● Flipped classroom model ● Trauma informed educational practices Schedule to include ½ day weekly for PD and Cluster Meetings ● Staff training must include vertical staff collaboration ● Important for faculty to confer with House Office staff regarding at-risk students Social Emotional Support optional after school office hours for teachers
Operations & Safety	Meals, Recess, & Assemblies	● Grab and Go Meal Sites continue daily meal service for students ● Reinstate meal delivery service for families not able to access meal sites No Assemblies or Large Group Gatherings	Remote Learning Considerations -- Meals Meal distribution point at LHS for breakfast and lunch ● Consider staggered times for distribution ● Special dietary needs ● If breakfast and lunch offered at LHS, who can pick up there 　○ LHS students only 　○ LPS students only 　○ Does a student need to be present/ show ID to get a meal? Any assemblies are to be held remotely via Google Meets/ Zoom
	Bus Safety	N/A	Use Full Return plan for transportation of Special Education students
	Health Screening & Protocols	● Provide resources for families experiencing symptoms or health emergencies as needed ● If there is a need for staff or families to enter school buildings; 　○ All safety precautions and social distancing guidelines from the state will be enforced 　○ Any staff or family member who displays symptoms will not be allowed into the building 　○ Any staff or family member who has tested positive for COVID or been in contact with someone who tested positive for COVID will not be allowed into the building until the specified quarantine/no symptom period has been followed	See Full Return document for guidance regarding special populations Enrollment and medical clearance must be applied to all populations
	PPE Requirements	Would be required in accordance with state guidelines for: ● Staff that is housed in the building (if able)	See Full Return document for guidance regarding special populations

	for Students and Staff	● During the pick up/drop off at the school of any materials to support Remote Learning ● Any staff members or families that require access to the buildings will be required to follow PPE guidelines established by the state	
	Social Distancing Requirements	● Would follow the guidelines established by the state and reflect the structures in both the In-Person and Hybrid models if there were staff/students needing access to the school for resources and/or training opportunities	See Full Return document for guidance regarding special populations
	Arrival, Dismissal, & Transitions	"Arrival" and "Dismissal" at school in our plan would be all virtual, but social distancing guidelines will be followed based on state recommendations for any situations where students/staff need to access the buildings	See Full Return document for guidance regarding special populations
	Discipline, Safety and Evacuation Procedures	Any and all safety or crisis planning will be done by the 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	See Full Return document for guidance regarding special populations who will be in school ● Student Handbook and District Policy will apply to use of Chromebooks or other District-Issued devices. ● Student discipline will be aligned with current Student Handbook regulations for internet use Student Photograph/ ID distribution: ● Use prior photo from Aspen for student ID ● New enrollees with have picture taken on return to school building ● IDs will be mailed to students
	Infrastructure Demands/ Other Considerations	● More access to reliable internet for families through hotspot distribution by the district, free internet agreement worked out with Comcast, or mobile hotspots in targeted neighborhoods. ● Tech tents continued to be set-up for device repairs and troubleshooting as well as a call-in/email system for answering technology questions ● Families/students in need of Internet access will be given access to school WiFi in order to complete their Remote Learning	More access to reliable internet for families through hotspot distribution by the district, free internet agreement worked out with Comcast, or mobile hotspots in targeted neighborhoods. Tech tents continued to be set-up for device repairs and troubleshooting as well as a call-in/email system for answering technology questions
Human Resources	Required Staffing Needs	PD for new platforms (REMIND, Google Classroom, SeeSaw, etc) ● During Student Work Days early in the Remote Learning process Staff members who have inconsistent Internet access at their homes will be allowed to utilize the school to provide them more consistent Internet access	● Building-Based Substitutes-adequate supply of substitutes as there has been a chronic undersupply of subs. ● Long-Term Substitutes ● Professional Development for tech-based teaching tools

			● Assist tutors and paraprofessionals with BA or higher degrees with obtaining emergency educator licensure to be able to step into short and long term needs due to illness and quarantine-required absences
	Job Description Impacts	● Job descriptions & expectations NEED to be flexible in order to ensure everyone is contributing to the success of Remote Learning ● ● Include Paraprofessionals and School Clerks in MOAs ● ● Sub-separate programs & Early Education need to have access to classroom, hands-on materials on a weekly basis ●	● Consistency of outreach requirements among all staff ● Consistency of recording outreach to students -- use of Aspen Journal may need to be negotiated ● During Remote Learning, Duty may change to required PD block
	Accommodations for high-risk staff	Potentially a part of our permanent Remote Learning teams Provide exemptions from being present at any tasks that would require face-to-face interactions	Use results from survey described in LHS Full and LHS Hybrid plans to develop accommodations for high-risk staff working with special populations
	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	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 Costs	● X2 & Google Classroom - Licenses already owned
		● Remind - $4-$5 per student
		  ○ Plan B: Free version
		● Screencastify - $1-$2 per student
		  ○ Plan B: Free version(?)
		● Zoom (if Google Meets does not include all the required functionality) - $300-600 per license depending on "add ons" included
		  ○ Plan B: Free version
		● EdPuzzle - $1-$2 per student
		  ○ Plan B: Utilize only Screencastify
		● SeeSaw - Only for PreK-2
		  ○ $4-$5 per student
		  ○ Plan B: Free version
		● Hands-on materials to be delivered to students as needed to support Remote Learning
		  ○ Cost based on school, program, student needs
		● Need to get laptops for Paraprofessionals and Tutors
		  ○ Utilizing refurbished MacBook carts at each school is an option
		● PD budget provided to each school to provide proactive training for staff in the week leading up to Orientation Day (and ideally) the second PD day on 9/1
		  ○ $25,000-$30,000 per school
			● Electronic textbooks (hard copy as required by IEP/ 504)
			● Chromebooks
			● Hotspots for students without internet access
			● Laptops or alternate means to access specialized software (such as CAD)
			● Technology for support staff (paraprofessionals, tutors)
			● Digital subscriptions to include
			  ○ SeeSaw app for special populations
			  ○ Apex courses
			  ○ Zoom licenses
			● Wacom tablets
			● Headphones
			
			Sanitary considerations for special populations:
			● Aligned with LHS Full In-Person Return

		● 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	● Funding for planning time/teacher training outside of contracted hours or before the school year begins	● Additional tutors/ outreach staff for EL Newcomers ● SpEd paras and their job descriptions ● Funding for planning time/teacher training outside of contracted hours or before the school year begins
	Contractual Impacts	Negotiations needed: ● Flexibility of job descriptions ● Agreed upon expectations for paraprofessionals, clerks & tutors ● Exchanging PD day for teachers (Nov. 3) for the Election Day off for teachers (Sept. 1) 　○ This creates back-to-back training days for staff prior to school opening	Establish communication with union executive boards Consider: ● Sick, Bereavement, PD time, ● Need to leave school early even if we are not in building ● Outreach requirement for teachers and other staff ● Alignment of expectations between LSAA and UTL
Addressing the Needs of Students * **Plan developed following guidelines provided by the Department of Early Education and Care: [MASS Reopen Guidelines] *Additional guidelines for early childhood and substantially separate	Mainstream Special Education	● SPED teachers will be assigned as co-teachers in the Google Classrooms/SeeSaw Accounts of the HRs where they support students ● SPED teachers will be expected to run small groups and/or breakout rooms within the mainstream content blocks 　○ Friday is also a day for small group/individual support for students on the Student Work Day ● 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 is most reliable with valid results 　　■ Designated rooms in schools will be provided with social distancing precautions and protocols in place 　　■ Appointments for assessment will be done following the ECC model 　○ In the event that families miss appointments: 　　■ Transportation will be provided as needed 　　■ The team will be flexible with dates/times for meetings 　　■ The team will proactively communicate with families prior to their scheduled appointments 　　■ The district will offer extended timelines to families if they continually are missing appointments or are uncomfortable with face to face testing 　○ Not all re-evaluations require face to face assessment 　　■ Use of re-eval (REED) process to determine re-evaluations that do not require face to face assessment to requalify	Special Education 　○ Identify students and perform Initial Evaluations 　○ Perform Re-Evaluations Updating and revising TDLP ● PD for faculty and staff on implementing TDLP effectively in the remote learning environment ● Provide for ongoing process of review to determine which accommodations are most useful and viable in remote learning environment ● Digital literacy programming should include training for students on apps/ extensions that will improve student outcomes ● Meeting the needs of different learning styles -- should address the needs of some students to learn through non-digital methods ● Should include considerations for remote learning attendance (sensory, ADHD/ADD, emotional) IEP meetings ● Continue to hold online ● Encourage and support family engagement ● Ongoing training for staff to meet compliance requirements PD for teachers of students with visual/hearing/ sensory impairments Instructional Support/ EL Tutorial

LEAP, CSA and Adie school students			students
			    ■ This only applies to certain cases
			    ■ Process was piloted in the spring
			    ■ Can be done virtually
			● 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
				● Need to provide PD for teachers on how to effectively provide instructional support in a remote setting
				● Consider scheduling students into instructional support periods based on IEP goals or specific learning challenges
				Student/teacher led tutoring sessions (for all students as well)
				Utilizing paraprofessionals

	Sub-Separate Special Education		● Programs will follow the same "frame" for the schedules of the mainstream schools, 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 "platforms" identified in the plan for their students
			    ○ For example, a program/alternative school may choose to use SeeSaw all the way up from K through 12 or may choose to utilize Google Classroom solely
			● There may be some additional recommendations for licenses for programs/platforms for these programs individually
			    ○ For example, 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 that expectations consistently
				● Need for in-school instruction/therapeutic services (OT,PT,speech, etc)
				● Home visits to support
				● Packets mailed home
				● IEP meetings
				● Remote Learning Plans
				● Non compliance issues surrounding face masks and other social distancing rules based on disability
				
				Refusal to comply with mask/ face shield requirement for those students in "Full Return to School" programs will need to be considered, see "Full Return Document" for details

	ESL		● ELL teachers will be assigned as co-teachers in the Google Classrooms/SeeSaw accounts of the HRs where they support students
			● ELL teachers will be expected to run small groups and/or breakout rooms within the mainstream content blocks
			    ○ Friday is also a day for small group/individual support for students on the Student Work Day
			    ○ For Emerging ESL students, these groups will need to be more consistent and intensive based on the needs of the students
				ACCESS testing
				    ○ Delivery in a remote setting
				Technology training in native language
				    ○ Need to consider prior knowledge of technology
				    ○ Access to technology
				    ○ Scalability of training
				    ○ Address low incidence languages
				School license of the Seesaw learning app
				
				    ○ EL teachers are currently being trained in this app
				
				Frequent check ins with students/ families
				    ○ Increase exposure to English language
				    ○ Improve family engagement
				Increase bilingual staff dedicated to student outreach, rather than relying solely on teachers

			Improve messaging/ training for staff on use of language line and other services managed by Central Office
	Opt-Out Procedures	Remote Learning would be the Opt-Out option for families in the In-Person and Hybrid models ● There is no ability to Opt-Out of Remote Learning if the health crisis causes school buildings to be closed again	
	Early Childhood	● This population of students requires access to hands-on materials and resources ○ Schools will work to ensure that these materials/resources are available to the students on a weekly basis ● District is also looking into the feasibility and effectiveness of providing this population iPads in the 1-1 device rollout ○ This will happen for the CSA PreK population for sure, but the numbers, feasibility, and usefulness of doing it for mainstream will be researched	N/A
	Limited Income	● These students follow all of the same guidelines as the other students and would be provided a 1-1 device ● The district would seek out solutions for Internet service for this population of students ● The schools and district would provide access to resources to meet basic needs such as food availability, clothing donations, and toiletry supplies through collaborations with Aramark and Catie's Closet	● Accessibility to needed technology and internet access ● Providing individual school supplies ● Provide PPE to students requiring in school instruction ● Continue to provide weekend food bags/ Partner with End 68 Hours of Hunger ● Fee waivers for testing and college applications
	Limited Technology and/or Internet in the Home	● District is rolling out a 1-1 ratio for students to devices ○ Every LPS student will be assigned a Chromebook or laptop when school opens ● Students who do not have Internet access will be allowed to utilize the school for their Remote Learning requirements	● Provide printed copies of work/ hard copies of textbook for some learners, include multiple methods for following up with staff (Google voice, phone call, email) ● Prior to start of year, assist families with completing Comcast Essentials Applications ● Establish support fund to help families get started with Comcast Essentials ● Ensure that students have consistent access to WiFi if living in shelter or with friends ● Tutorials on how to use "offline mode" so work can be completed without consistent WiFi access ● Tutorials for students/parents on phone or videos or through Google Meet/Zoom ● Community outreach to determine and address technology knowledge as well as technology needs
	Social Emotional Needs	● This can be incorporated into the HR period during the first period of each instructional day ○ Teachers can identify students who need additional "check-ins" done by social worker and/or SEL staff for significant concerns utilizing teletherapy or conferencing	● Teacher PD and time to discuss students who may be in need of additional social/ emotional support ● Support for teachers and staff (EAP, Staff Support Groups) ● Develop and implement a plan for addressing Social/ Emotional supports based on grade level.

		● Additional work can be done during the Friday Student Work Day within small groups as needed
		● Incorporate online resources such as Second Step to help support SEL work with students remotely
			● Develop and implement a plan to link students to guidance, social work, etc. effectively if they are not in school
			● Human connection/ability to check in with staff
			● Utilize advisory time for virtual club meetings, student support groups, enrichment
			● Teletherapy through HIPAA compliant platform
			● 51A reporting
			● All staff should be recording concerns about students in Aspen Journal
			    ○ Provide refresher to staff on how to use Journal
			    ○ Provide training to staff on best practices in reporting (FERPA/ HIPPA concerns)
			Social/Emotional Learning
			● Issues with doing classes "alone"; classes in students' "safe space"
			● Remind students of health and safety rules
			● Check in on mental well-being

	Basic Needs	Catie's Closet will continue to stock clothing & toiletry needs at each school
		
		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
			● Catie's closet distributions -- clothes and personal supplies
			● Food distribution at lunch sites, potentially provide food from Mill Market or MVFB. WIll there be a distribution site at LHS?
			● Technology distribution and support
			● Access to internet
			● Translated documents -- including for technology use and devices
			● Safety
			    ○ Housing security
			    ○ Physical Safety
			    ○ Emotional Safety
			● Medical Needs/ Sexual Health/ Mental Health -- LCHC Teen Clinic
			● Peer leadership, tutoring and other opportunities for students to help each other
			● Reach out to create community connections such as the Chamber of Commerce or other business to support the needs of students as needed

	Accom-modations for high-risk (medical) students	Within the Remote Learning model, all high-risk/medical students would be working from home	● Continuing remote learning in medical facilities ● Standard procedure for reporting student's inability to complete work or to participate in remote learning due to medical needs
Community Impacts	Child Care Implications for Staff	● State is considering classifying school staff as "essential", which would open up emergency child care options for school staff ● Schools would work with individual staff members around their child care needs to ensure that staff member was able to fulfill responsibilities/expectations while also being able to care for their own	Follow plan recommended by K-8

		children 　○ This would be linked to the flexible job descriptions required to make this plan work because these cases would need individualized solutions for staff members ● Utilize empty schools as an emergency child care option for staff in need 　○ They could do their own Remote Learning instruction in a separate room in the school while child care is provided in other areas of the school 　○ 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	
	Child Care 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	If students are at home and parents need to work, we will need to consider what child care duties older students might need to perform
	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	● All volunteers & speakers to classrooms would be through virtual platforms ● The CORI process will follow district guidelines ● All field trips would be through online sites or virtual platforms	
	Outside Agencies in Schools (DCF, Counselors, etc.)	● 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 will all be followed ● The standard release policies will continue to be enforced	Communicate with local employers (Market Basket, Dunkin Donuts, etc) that students are still in school even when learning remotely
	Use of Facilities Permits	This process will be at the discretion of the district given that students will not be occupying the building in this model	● Communicate with local employers (Market Basket, Dunkin Donuts, etc) that students are still in school even when learning remotely ● Telehealth sessions scheduled with outside agencies
Extra Curriculars	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	Per MIAA guidelines - waiting on official word from the state about the fall season. ● Consult with **Athletic Director, Dave Lezenski** and **Athletic Assistant, Patti Crabtree** regarding transportation and scheduling concerns.

		organizations and follow the same guidelines	● The AD, in consultation with the District and MIAA, would need to make a determination about eligibility of students who do not come to school because their parents do not want them exposed to the conditions of the school ● Guidelines will determine if all sports will happen; potentially only non-contact sports take place. ● Transportation will be a concern (1 per seat/skipping rows). For some teams buses will need to be tripled. The district would need to make clear whether the district or school would bear the increased cost of transportation. ● To the extent possible, team members should be scheduled into the same physical/remote cohort to facilitate whole-team practice at least 2x weekly. ● Parents could be allowed to drive students to/from practices and events. ● Teams would be required to have a travel roster for games to limit numbers on buses. Each sport would need to address the number of athletes needed for their games. 　○ This could lead to an equity issue 　○ Gut programming in the future, by failing to give young students experience in the present ● Schedules will need to be coordinated with the MVC. ● More frequent (daily) cleaning of equipment and locker room facilities. Students may not share lockers. ● Additional seating will be required for the bench area to allow for social distancing at game. This could require additional purchases. ● Players must bring their own water/beverage to consume during and after games. No shared drinking fountains, water stations, or coolers may be used. Coaches could provide sealed bottled water for their athletes. All bottles should be labeled with students' names/initials. The athletic department would have to decide how to carry this cost? Would it seek donations or charge students? ● Spectators and seating at games will be determined based on state guidelines. ● Concession stands should not be opened at events, unless otherwise indicated by state guidelines. All state guidelines must be complied with at athletic events. ● Larger quantities of hand sanitizer and face masks must be added to the first aid kits provided by the athletic department. Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. ● Masks should be worn by coaches and athletes when not engaged in strenuous physical activity. ● Weight room usage and cleaning should follow state guidelines for public gyms. ● The LHS AD, in consultation with the HOS and leadership of LHS, has decided that all students will be academically eligible during MP1 in the 2020-2021 school year, so that academic eligibility will not be an issue going into the fall.
	Before and After School Programs	Virtual and online options will be investigated for before and after school opportunities for students	● Prioritize academic recovery programs for vulnerable populations and students who did not engage in remote learning during the spring '20 school closure. ● Tutoring (before/after school) maintain social distancing guidelines ● Consult with **Lisa Colloca, National Honor Society Advisor** and department heads regarding tutors and tutoring.

| | | | Larger rooms (gym, library, cafe, auditorium, little theater) should only be used after school because they will need to be cleaned after use. When weather permits, areas outside of the school are encouraged to be used. Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. May need to be done via Zoom or Google Meet. School trips planned for 2020-2021 year Need district and state guidance for out of state and international travel Deposits and refunds/ travel insurance Quarantine requirement Would policies and procedures be different with student illness |
| | Clubs, School-Wide Events, & Activities | All clubs and activities will be transitioned to online or remote versions such as STEM Clubs, Art Clubs, and Knowledge Bowl | Clubs/Activities: What are students requesting? What can they realistically participate in? Were there any clubs that were remote this year? Create list of remote clubs If small group meetings are permitted, could student clubs meet in small groups, with additional mentors if needed (potentially positive social emotional impacts from seeing friends face-to-face) Music/Band: Tryouts, rehearsals and performances Larger or separate spaces for practice to allow in person teaching if appropriate Train students on digital submission of tryout pieces Investigate current practices of performance groups to create and implement plan for rehearsing remotely Uniform and instrument distribution and collections must be organized. Pre-record lessons and assignments to allow for individual practice |