

| | | PreK-8 | High School |
|---------------------|------------|---|--|
| Teaching & Learning | Curriculum | <p><u>Curriculum Maps</u></p> <ul style="list-style-type: none"> Curriculum remains as it has been and district curriculum maps would continue to be used with adjustments to compensate for some loss of efficacy inherent in following a hybrid model. There should be an emphasis on the most critical content standards based on DESE recommendations, and clear expectations for what happens in and outside of school. <p><u>Planning Units</u></p> <ul style="list-style-type: none"> Curriculum should be chunked into smaller units corresponding with the cycle of in-person and remote learning and instructional model should be flexible: new learning could be taught in schools and reinforced with application assignments and project work during remote learning <i>or</i> new learning could be taught virtually via recorded lessons with reinforcement, practice, and collaboration happening in schools based on content area and standards. This virtual component will allow us to transition to full remote learning if it becomes necessary. A visual diagram of the instructional model should be developed and disseminated to all stakeholders. This would likely be a flowchart with the end goal and 2-3 pathways that can be used to get there. <p><u>Staff Collaboration:</u></p> <p>Capitalize on the flexibility of this model to encourage teamwork across schools to prepare materials throughout the school year, including pre-recorded lessons.</p> <ul style="list-style-type: none"> Example 1 - A cross school grade-level, subject specific Common Planning Time (CPT) to develop materials for units of study in curriculum maps. Example 2 - A specific technology-based common planning time that could be multi-subject/grade-level. <p>To support this recommendation, when creating hybrid schedules look for opportunities to have cross-school planning teams, especially when a teacher is the only person holding a specific role within a school.</p> | <p><u>Start of School Year</u></p> <ul style="list-style-type: none"> Review/reteaching of 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 <ul style="list-style-type: none"> 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 <p><u>Student Materials</u></p> <ul style="list-style-type: none"> Chromebook -- district issued device must be used for all learning Provide individual student materials to eliminate sharing (pencils, paper, etc.); students will bring back and forth Each department determines a list of consumable supplies/materials for students. <ul style="list-style-type: none"> Students pick up individual materials and carry with them (colored pencils, notebook, paper). Consider physical proximity between students during instruction (i.e., use caution with turn and talk, desks in rows, avoid physical contact between students) <p><u>Impact on Master Schedule</u></p> <ul style="list-style-type: none"> 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 <p><u>Delivery and Documentation</u></p> <ul style="list-style-type: none"> Rely on PLCs to divide up work for subjects <ul style="list-style-type: none"> 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. |

| | | | |
|-------------------------------------|---|--|---|
| | | | <ul style="list-style-type: none"> ● Shortened or virtual science labs as needed ● Utilize online courses/ resources as needed <ul style="list-style-type: none"> ○ APEX ○ Khan Academy ○ 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 | <p>Consistent technological platform for each grade level</p> <ul style="list-style-type: none"> ● PreK-Grade 1 - Seesaw ● Grade 2 - Seesaw/Google Classroom ● Grade 3-8 -Google Classroom | | <p><u>Consistent Technology Platforms Grades 9-12</u></p> <ul style="list-style-type: none"> ● Students: <ul style="list-style-type: none"> ○ 1:1 Chromebooks; students should bring the device to and from school every day <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ■ Some are mandated; Listenwise in EL, ELA, SS |
| Allied Arts/ Specialized Classrooms | See Full In-Person and Remote recommendations | | <p>In School Considerations</p> <p>Make small group learning considerations</p> <ul style="list-style-type: none"> ● All desks a minimum of 3 feet apart ● Individual student desks or 1 student per table <ul style="list-style-type: none"> ○ Eliminate student work centers ● PE classes: ratio per state mandate <ul style="list-style-type: none"> ○ use Plexiglass or other material to safely separate classes in the gymnasium; increase outdoor use; thoroughly sanitize gymnasium in between classes ● Fine Arts classes: in person classes maintain the student/teacher ratio per state mandate <ul style="list-style-type: none"> ○ dance, chorus and band is recommended to have a virtual component ● Science Lab Space: recommended to be facilitated on a virtual platform; minimize partnering with lab work and sharing of materials ● Culinary classes: student/teacher ratio per state mandate; increase sanitizing and disinfecting of the kitchen; additional gloves, gowns, masks for students handling food; dining room will be closed ● Business/Graphic Design/Engineering: recommended to remain online platform; no sharing of computers/technology devices ● Computer labs have long fixed tables |

| | | | |
|------------|--|--|--|
| | | | <ul style="list-style-type: none"> ○ Can use one side ○ If 1:1 can remove computers ○ For EDGE classrooms, how will teachers configure desks in the same direction? Can TVs be moved? ● Classroom partitions or dividers on desks ● Can inner rooms in 500s and 600s be used? <p>Remote Considerations</p> <ul style="list-style-type: none"> ● 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 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 | | <p>Produce a procedure that can be consistently communicated and followed district wide when/if a student or staff member falls ill, describing who should be quarantined and how long for, the repercussions on the workload, attendance, assessments and grading.</p> <p>Absence Excused Medical Quarantine (AEQ) distinction for students absent due to required DPH quarantine/physician's order</p> <p>Continually cross-reference with updated DESE guidance for attendance to ensure our system aligns with state required reporting.</p> <ul style="list-style-type: none"> ● Mass state education laws (FTC/CRA's) <p>During the in-person week - take attendance as normal.</p> <ul style="list-style-type: none"> ○ School-based attendance teams will track daily attendance and follow Lowell Public Schools district attendance intervention plan. <p>During the remote learning week, we recommend the district analyze DESE's guidance for attendance to ensure that we meet their needs.</p> <ul style="list-style-type: none"> ● If there are amended attendance structures, we recommend creating a rubric where students are rated as limited, partially, or fully engaged in completion of assigned work during the remote week as the way to track attendance/engagement based on the work from 19-20. ● If there is a requirement for taking daily attendance during remote learning, | <p>In School Considerations</p> <p><u>Recording Attendance</u></p> <ul style="list-style-type: none"> ● Maintain normal attendance policy, enter attendance in Aspen daily ● Absence Excused Medical (AEM) distinction for students absent due to required DPH quarantine/physician's order ● Work with Attendance Office at Central and Parent Liaisons for additional outreach ● Students tardy to school will check in at main desk in lobby of LHS (gr. 10-12); gr. 9 check in at FA Office to minimize student movement; tardy report sent to each house office <p><u>Chronic Absenteeism</u></p> <ul style="list-style-type: none"> ● Teachers will reach out to students after 4 absences from a class and will record in Aspen Journal (One complaint from families this spring was they were getting multiple calls/emails per day about students not engaging/being absent.) ● 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 follow Lowell Public Schools district attendance intervention plan. <p>Remote Considerations</p> <ul style="list-style-type: none"> ● <u>Recording Attendance</u> Continually cross-reference with updated DESE guidance for attendance to ensure our system aligns with state required reporting and Mass state education laws (FTC/CRA's) ● 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) |

| | | | |
|-------------------------------|--|--|--|
| | | <p>then we recommend analyzing the remote learning team’s planning and implementing their attendance policy after it is determined to be feasible based on the school schedules.</p> <ul style="list-style-type: none"> ● School-based attendance teams will track “daily or weekly meaningful interactions”(per DESE guideline) and follow Lowell Public Schools district attendance intervention plan. <p>We strongly recommend that this is only for attendance, and a separate grading policy is created.</p> | <ul style="list-style-type: none"> ● Excused absences must be documented, sent via email or text to House Office <p><u>Chronic Absenteeism</u></p> <ul style="list-style-type: none"> ● Teachers will reach out to students after 4 absences from a class and will record in Aspen Journal (One complaint from families this spring was they were getting multiple calls/emails per day about students not engaging/being absent.) ● Guidance counselors and social workers will work with students and families to create an attendance plan ● School-based attendance teams will track “daily or weekly meaningful interactions”(per DESE guideline) and follow Lowell Public Schools district attendance intervention plan. |
| Time on Learning/ Schedule | | <p>To meet the differentiated needs of the Lowell community, offer four cohorts in the hybrid model.</p> <ul style="list-style-type: none"> ● Cohort A & B attend the full hybrid model. ● Cohort C is for full in-person prioritizing high needs students and children of essential workers. ● Cohort D for students with health needs or families that opt in to “full remote learning.” <p>For students in Cohort D create a centralized “Lowell Remote Learning School” to serve all students that opt-in that is staffed with LPS employees who will design and facilitate full remote learning.</p> <ul style="list-style-type: none"> ● There are opportunities to: <ul style="list-style-type: none"> ○ pilot curriculum for full-remote that can then be used across the district. ○ create jobs for staff that are high-risk or unable to return in-person. ○ allow staff at schools to focus only on full in-person and hybrid students. <p>For the hybrid cohorts A and B, set an expectation that students follow a schedule during remote learning time, with opportunities to be synchronized as much as possible with the in-school schedule. Students should be given the opportunity to join some class rituals (morning meetings, circle time) and generally work with staff to complete work following a similar schedule to in-school students. Teachers may even explore set days and times when the whole class works together.</p> <ul style="list-style-type: none"> ● Where this is not feasible for families, remote learning on an asynchronous schedule would be expected during remote learning weeks. <p>Creating groups for the hybrid model needs to include representatives from the school, impacted departments like transportation, and special programs to ensure that we are considering a variety of needs (Examples - siblings, staffing needs, access</p> | <p><u>Time on Learning</u></p> <ul style="list-style-type: none"> ● Combination of learning modes <ul style="list-style-type: none"> ○ Split student body into Cohort A/Cohort B ○ Synchronous in school lessons following the normal school day schedule; 2 days per week (M/T or Th/F) ○ Asynchronous remote lessons following the remote learning schedule; 2 days per week (M/T or Th/F) ○ Wednesday <ul style="list-style-type: none"> ■ All out of building for cleaning ■ Teachers in for small group/individual support in the morning; teacher PD in the afternoon; student work completion time ● Learning Cafes Wednesday morning for extra help? ● Allow time to clean between classes during in-school instruction; may need to adjust the schedule <p>Please see the Hybrid Learning Schedule here</p> <p>Options:</p> <ul style="list-style-type: none"> ● Students need to maintain a normal school schedule ● Would everyone have to be on the same schedule? ● M,T/Th,F - Wed for cleaning, PD ● Some students would need to be totally remote; reduces numbers in classrooms ● Can classes be zoomed or Google Meet? Recorded? ● Stick with 7 classes or reduce the number of classes per day to 6? Only graduation requirements? ● Coordinate schedules of remote classes with ES/MS |

| | | |
|---------------------------|--|--|
| | <p>to services, transportation, etc).</p> <p>Survey families about their participation in this model, and their needs for scheduling (Example - sibling on the same or different schedules).</p> | |
| <p>Materials Required</p> | <ul style="list-style-type: none"> ● Prioritize digital products for purchase, such as SeeSaw, BrainPop, etc. ● Effective, centralized communication system: To support implementation, develop a universal system where families know when to expect: <ul style="list-style-type: none"> ● A preview of the work that is coming in a sensible timeframe for the model (Ex. weekly, bi-weekly, etc). ● A review of student progress - what they've accomplished and missing work. ● Earbuds for every student ● Explore mobile hotspot devices for staff and students who do not have access to reliable internet. ● Ensure that paraprofessionals and tutors have laptops to support learning in the remote setting. | <ul style="list-style-type: none"> ● Basic instructional supplies and tools for each student to eliminate sharing ● Electronic textbooks (hard copy as required by IEP/ 504) ● Chromebooks ● Hotspots for students without internet access ● Laptops or alternate means to access specialized software for specialized software (such as CAD) ● Technology for support staff (paraprofessionals, tutors) ● Digital subscriptions to include <ul style="list-style-type: none"> ○ SeeSaw app for special populations ○ Apex courses ○ Zoom licenses ● Wacom tablets ● Headphones |
| <p>Grading</p> | <p>Given that there is in person instruction in this model, grading can primarily happen in similar ways.</p> <p>Update grading policies to specifically account for students who are missing work due to health or quarantine reasons that specify that there are no late penalties. Within this policy, develop a process for revising and updating grades.</p> <p>Elementary Report Cards will need to be analyzed and revised based on the updated curriculum work to ensure that they match the taught standards.</p> <p>For Phase 2: Do we at some point need a grading task force for each set of grade levels to discuss grading in the hybrid model? What types of assignments are we grading? How many? Do we want to consider a different method of reporting for 5-8 (Ex. Standards based? Letter grades instead of numerical?)?</p> | <p><u>Grading Policy</u></p> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <p><u>Rubrics</u></p> <ul style="list-style-type: none"> ● Develop common rubrics across all departments for Course Competency Measurement and Participation/Effort/Core Values ● Clear late work and second chance policy <ul style="list-style-type: none"> ○ Appeals for documented extenuating circumstances for late work ○ Process for resubmitting assignments and second chance learning ● Common/Summative assessments? Other ways to demonstrate proficiency? |

| | | | |
|--|---|---|---|
| | <p>Assessment</p> | <p>To prevent diagnostic assessments using valuable in-person time during the hybrid model, we recommend the district choose a diagnostic that can be administered remotely.</p> <p>For Phase 2: The model will require new decision making around how we design and deliver assessments - What happens in person? Remotely? What types of assessments should be included?</p> | <p>Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.</p> <p><u>Formative Assessment (Shorter, More Procedural)</u></p> <ul style="list-style-type: none"> ● Increase use of formative assessments to gauge student learning and participation ● Teachers may use tools such as Google Forms, Quizlet, Kahoot <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> ● 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 <p><u>Diagnostic Assessment</u></p> <ul style="list-style-type: none"> ● iReady using 1:1 computers |
| | <p>Professional Development/ Training</p> | <p>Identify staff who are willing and able to prepare PD and curriculum resources for the school year during summer of 2020, and identify the ways in which we can compensate people for that work (Ex - later time off, discussions with union, etc.)</p> <p>Develop differentiated training on technology that can be accessed remotely, so that teachers can self-train and offer follow up sessions during orientation, early release days, and/or office hours to support the implementation of the technology. (Examples - Introduction to Google Classroom vs. Advanced Google Classroom).</p> <p><u>ORIENTATION - AUGUST 2020:</u></p> <ul style="list-style-type: none"> ● Increase the amount of time for staff development prior to the school year and prioritize focus on the hybrid model (vision, roles, responsibilities, resources) <ul style="list-style-type: none"> ○ Create common visuals, guides, and common language that are used at all schools to create consistency in messaging. ● Make the best possible use of in-person time by favoring discussion and training on skills required to perform in a hybrid model over informational items and mandated training that could be taken remotely. (Ex. watch a video of using an epipen or read the staff handbook and submit a sign-off digitally). ● Develop clear expectations for when and how to create and send updates on | <p>Survey staff to support professional growth</p> <p><u>PD for Students and Teachers:</u></p> <ul style="list-style-type: none"> ● 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 school ● <p><u>PPE Instruction and Training</u> for staff and students who are in the school building</p> <p><u>Professional Development Offered On</u></p> <ul style="list-style-type: none"> ● Google classroom/ GAFE suite ● Zoom or Google meets for synchronous learning ● Flipped classroom model ● Trauma informed educational practices <p>Prior to school, the following trainings will need to occur:</p> <ul style="list-style-type: none"> ● Social distancing guidelines ● Screening requirements ● Reporting requirements ● Classroom guidelines ● Meal distribution/clean-up |

| | | | |
|--------------------------------|--|---|--|
| | | <p>upcoming learning and student work to effectively partner with families in the hybrid model</p> <ul style="list-style-type: none"> ○ Develop specific consistent trainings on how to use designated platform to create communications ○ Develop a grade-wide or school-wide plan to streamline communication to families for students that have multiple teachers (ex. Middle school students across classrooms) <ul style="list-style-type: none"> ■ Identify technological supports to ensure that teachers are able to accurately manage their student progress in the designated platform, and cohere with team members to send streamlined communication (Example - Google sites). | <p>Social Emotional Support <u>optional</u> after school office hours for teachers</p> |
| <p>Operations & Safety</p> | <p>Meals, Recess, & Assemblies</p> | <ul style="list-style-type: none"> ● Provide meals for students who are engaging in both in-person and remote learning. ● During “in-school” sessions, students have meals in school and follow the recommendations of the “full in person” planning group. ● Depending on the specific model adopted, evaluate the pros and cons of the following possibilities and choose the best fit considering: <ul style="list-style-type: none"> ○ Frequency of meal pick up (daily? Weekly?) ○ Differentiation for different student groups (Examples - younger students and students who walk may have difficulty carrying large bags/boxes of food home). ○ Costs to implement (transportation, staffing, cleaning). ● Collaborate with principals and other relevant stakeholders to create a specific plan that meets the facilities needs of the school. ● Possible options for consideration with varying pros & cons depending on the model chosen: <ul style="list-style-type: none"> ○ <i>Option One:</i> Have families sign up for the closest school to ensure numbers are accurate and have a school based team build a schedule for times and locations for meal pick up. ○ <i>Option Two:</i> Create a process for meals to be sent home with students when they are switching from in person to remote (Examples - a weekly meal box, or a multi-day meal bag). ○ <i>Option Three:</i> Buses drop off meals at designated locations where they can park for a certain length of time without disrupting traffic and be met by parents (Ex. New Hampshire process). | <p>In School Considerations <u>Meals/Cafeteria</u> Lines follow distancing guidelines.</p> <ul style="list-style-type: none"> ● Grab and Go Meals-eat in the classroom or advisory <ul style="list-style-type: none"> ○ who will monitor students during lunch ○ who deliver the food (lunch staff) ● Multiple breakfast stations, students eat in first period classroom, possibly emptying trash afterwards ● Staggered schedule by period or advisory ● Meals delivered to classes-this may require additional cafeteria staff ● Empty trash after each lunch, cleaning supplies ● Would need larger trash barrels in rooms ● Duty schedule--per Unit A contract teachers need 25 minute duty free lunch ● Team would need to consult with LHS Master Scheduler <p>DESE: Face Mask Breaks (outdoors or windows open with at least 6 feet distance)</p> <p>No Assemblies or Large Group Gatherings</p> <p>Remote Considerations <u>Meals</u> Meal distribution point at LHS for breakfast and lunch</p> <ul style="list-style-type: none"> ● Consider staggered times for distribution ● Special dietary needs ● If breakfast and lunch offered at LHS, who can pick up there <ul style="list-style-type: none"> ○ LHS students only ○ LPS students only ○ Does a student need to be present/ show ID to get a meal? |

| | | |
|---|---|--|
| Bus Safety | <p>See Full In-Person recommendations for bus safety</p> <p>We acknowledge the needs to streamline transportation so that the costs do not increase dramatically. We wonder what is feasible and cost effective?</p> <p>We recommend reviewing plans from the “full in-person” and connecting with district transportation advisors to consider some of the following ideas:</p> <ul style="list-style-type: none"> ● Neighborhood schools ● Re-evaluating the mileage eligible for transportation ● Find ways to encourage walking/cycling ● Having close proximity schools share routes | <p>LRTA/Pride Star</p> <ul style="list-style-type: none"> ● Bus driver and students must wear masks ● One student per seat ● Additional buses to maintain one student per seat ● Additional busses needed for afterschool sports ● Cleaning and disinfecting frequently touched surfaces on the bus at least daily. Airing out buses when not in use. ● Consult with LRTA and other transportation organizations with transportation guidelines ● Need more Special Education vans/busses |
| Health Screening & Protocols | <p>See Full In-Person recommendations</p> | <ul style="list-style-type: none"> ● Enrollment and medical clearance ● Nurses designated to a House Office, stationed near House Office to minimize movement of students ● Per DESE Guidelines “not recommended to temperature check students at entry” see page 3 ● Schools will need to develop isolation and discharge protocols for students who may become ill during school day ● Determine a Location for isolation What if there are a large number of students ill at the same time-need to additional space to quarantine students. <p>Establish protocol for a COVID-19 outbreak</p> <ul style="list-style-type: none"> ● Additional space to quarantine ● Communicating to parents and the community ● Contact tracing? |
| PPE Requirements for Students and Staff | <p>See Full In-Person recommendations</p> | <ul style="list-style-type: none"> ● Require masks/face shields for ALL students/staff who are not medically exempt <ul style="list-style-type: none"> ○ Disciplinary response for those who don’t comply ● How to handle students who wear masks with inappropriate images on them ● Provide disposable masks for students and teachers. New masks needed daily, extra for students who lose them. (All students and staff may wear their own masks.) Masks with clear mouth pieces to read lips ● Allow staff to wear other appropriate PPE as desired ● Additional PPE for nurses, staff in close contact with students |
| Social Distancing Requirements | <p>See Full In-Person recommendations</p> | <p>All students and staff wearing masks must maintain a social distance of 3 to 6 feet to the greatest extent possible</p> |

| | | | |
|-----------------------------------|------------------------------------|--|---|
| | | | <p>Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)</p> <ul style="list-style-type: none"> ● Consider one way lanes if possible in hallways and tunnels ● Security will need to monitor one way lanes <p>Bathroom Monitoring System</p> <ul style="list-style-type: none"> ● Adults responsible for monitoring ● Limit number of students in bathroom ● Ensure adequate supply of soap and paper towels at all times ● Regular cleaning of bathrooms ● Posters for washing hands for 20 seconds in multiple translations and images <p>Posters encouraging Social Distancing and wearing Face Masks when unable to Social Distance (ie: hallways) with multiple translations support ELL students and images</p> <ul style="list-style-type: none"> ● in hallways (on walls and on floors arrows) ● in bathrooms ● in classrooms ● the tunnels ● house offices ● nurse offices ● social offices ● conference rooms ● any other location students would have access to |
| Arrival, Dismissal, & Transitions | See Full In-Person recommendations | | <p>Students coming into school before the start of period 1 need a place to go.</p> <ul style="list-style-type: none"> ● Arrival is pretty staggered already <ul style="list-style-type: none"> ○ LEAP and CSA students arrive at 7:15 ● Staggered dismissal, anything random such as by <ul style="list-style-type: none"> ○ Last name ○ House ○ Floor ○ Building ● Students must exit through the nearest door ● The garage stairs - should really be one way to maintain social distancing ● Walkers dismissed 2 minutes later maintaining social distance |
| Discipline, Safety and | See Full In-Person recommendations | | <p><u>Student Photograph/ ID distribution:</u></p> <ul style="list-style-type: none"> ● Use prior photo from Aspen for student ID ● New enrollees will have picture taken at high school ● IDs distributed through advisory or mailed if year begins remotely |

| | | | |
|--|---|--|---|
| | Evacuation Procedures | | <p>Maintain current code of conduct (consider special circumstance for Remote Learning cases, refer to Remote Learning Plan)</p> <ul style="list-style-type: none"> ● Rethink current Detention system; currently issues before or after school in each House Office; maintain 6ft apart; consult with LHS Leadership Team ● Determine consistent disciplinary action for students and staff non-compliant with wearing a mask (consult with union executive boards re: grievance procedures for staff) ● Students/Staff will maintain current safety plan/evacuation procedures while following best practices regarding social distancing ● Fire/Evacuation Drills practiced <ul style="list-style-type: none"> ○ Consult with Crisis Team/Director of Operations ● Masks and ID badges must be worn by all staff and students ● Security protocol-entry and exit and in between classes where students need access to the building |
| | Infrastructure Demands/ Other Considerations | See Full-In Person and Remote Learning recommendations | <ul style="list-style-type: none"> ● HVAC - Ensure ventilation systems operate properly, filters changed (record date) and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff ● Provide cleaner for desks and chairs (cleaned at specific intervals/when changing classes) ● Bathrooms cleaned at certain intervals throughout the day/limit the number of students allowed into the bathroom at one time. ● Locker Rooms cleaned at certain intervals throughout the day/limit the number of students allowed into the locker rooms at one time. ● Post signage about washing hands correctly; in multiple languages ● Water Bubblers/Drinking Fountains cleaned at certain intervals throughout the day OR Close drinking fountains that require contact for use. Turn off water fountains! <ul style="list-style-type: none"> ○ Motion activated or touchless drinking fountains are acceptable for use only when filling cups, water bottles, or other receptacles. ● “Sick students” - separate area for students to be sent to the nurse if suspected of COVID ● Teachers break rooms cleaned at specific intervals throughout the day. ● High touch areas cleaned throughout the day. ● Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable) ● Floor and other markings to indicate where students should line up to maintain proper distance in classrooms, hallways, shared spaces, and outside ● Doors have foot pads installed on both sides of the door to open and close them without touching them. ● All elevators are operational to assist in social distancing, no more than one person per elevator (2 if assistance is required). ● Inner rooms in the 1980 building would need fans and/or air filters in order to be used |

| | | | |
|------------------------|------------------------------------|---|---|
| Human Resources | Required Staffing Needs | | <ul style="list-style-type: none"> ● Building-Based Substitutes ● 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 step into short or long term needs due to illness or quarantine teacher absences |
| | Job Description Impacts | <ul style="list-style-type: none"> ● Allied Arts & Shared Staff: For the small number of Allied Arts and other shared staff who travel between buildings, we need a plan to be in person at one school and supporting other schools remotely to minimize contacts and align more closely with health recommendations. ● Differentiated Staff Roles: Staffing considerations will need to be made for staff that are unable to return to in-person teaching and how that is determined, as well as who will support remote learners while teachers are in-person with the other students. ● Job Descriptions (HR): Given health and childcare needs in this model as well as the uncertainty around DESE guidance whether or not schools in Massachusetts and New Hampshire will use the same models, create varied job descriptions (full in-person/full remote/ blended teaching) in collaboration with Human Resources, unions, and other relevant stakeholders. <ul style="list-style-type: none"> ○ Create a pathway where teachers are able to express their needs and a process to match those needs with district staffing needs. | <ul style="list-style-type: none"> ● Staff will assist with wiping down/sanitizing general work area/classroom/office ● Paraprofessionals can supervise classes where virtual instruction is taking place ● Allow paraprofessionals and tutors to be placed in temporary short and long-term substitute positions and allow employees to move back and forth between roles as needed to ensure instructional continuity and reduce the need for outside substitutes ● Request staff restrict summer out of state travel/quarantine for 14 days prior to the reopening of school ● Request that staff do not travel to areas with high-infection rates during school vacations ● Need to negotiate lunch time for staff if required to supervise students eating lunches in classroom ● 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 | See Full In-Person recommendations | <p>Survey staff to determine the following: (consult with union executive boards)</p> <ul style="list-style-type: none"> ● Allow documented high risk staff to petition for remote learning positions ● Multi generational family living together with elderly family members with school age students. ● Leave of Absence Option for the 2020-21 SY ● Impact on child care for our staff |
| | Substitute Impacts | We believe that having one or more building substitute(s) per school would support health and safety by minimizing exposure; this would have a financial implication in staffing. | <ul style="list-style-type: none"> ● Building-Based Substitutes ● Long-term substitute pool needed (BA+) <ul style="list-style-type: none"> ○ Fill gaps with internships/students in Master level course-work. ● Long-Term Substitutes for teachers on leave ● Need a larger pool of substitutes; financial implications |
| Financial Implications | Materials Costs | <ul style="list-style-type: none"> ● Digital Curriculum: Staff across the district are utilizing digital resources that have been provided for free. We will need to budget to cover licenses for digital resources that are being used at higher capacities during remote learning and manipulatives that can't be shared. ● Materials: Collaborate with principals and school site councils to understand | <ul style="list-style-type: none"> ● Hand sanitizer dispensers in every classroom and workspace in the building <ul style="list-style-type: none"> ○ Sanitizer - approved by the department of health, 60% ethanol or 70% isopropanol. Located in classrooms, not hallways. Also available in every office and restroom, entrance to the gym? ● 100 masks per 100 students per week - will likely need many more than this |

| | | | |
|--|--|---|---|
| | | <p>current decisions around budgets and supply and then ensure that any required materials/supplies are accessible to students both at home and at school.</p> <ul style="list-style-type: none"> ● Translation: In order to effectively partner with families and the extended Lowell community, translation will be needed for orientations, ongoing updates, and two-way dialogue opportunities to partner with families and community partners to support students while in their remote learning experiences. The committee recommends exploring if the existing translation services are enough to manage those needs. <ul style="list-style-type: none"> ○ We recommend using this planning time to connect with community partners to identify new and additional resources (Examples include hospitals, colleges, community groups, churches, etc). Additionally, we recommend publishing those resources in a guide or website with contacts to the school community so that schools, and teachers can access those resources consistently. ● Safety Materials (PPE, cleaning, etc): Once a specific hybrid model is decided, costs will need to be considered as different groups of students attend at various times. | <ul style="list-style-type: none"> ● 1 mask per day per teacher - teachers should provide their own ● Costs of signage inside/outside of building (social distancing, washing hands, wearing masks, etc.,) ● UV lights for disinfecting ● Clear masks for staff so students/parents can read lips ● Portable sinks for classrooms ● Soap ● Face Shields ● Gloves ● Fans for moving air for internal rooms or rooms without windows, e.g. 600's ● Doors have foot pads installed on both sides of the door to open and close them without touching them. ● More available writing implements ● Gowns for staff who may come into contact with body fluids ● Teachers could bring in a "go" bag with a complete change of clothes and anything else they require if they need to change ● Purchase non-forehead thermometer tool for temperature checks (nurses) ● Increased custodial support for cleaning/maintaining cleanliness during the day. ● Increased security to ensure students are maintaining social distancing, following protocols, etc. ● Costs for signage, hallway directional markings, barriers to limit access to certain spaces ● Basic Materials for students: pencils, paper, calculators- notebooks, posters, etc ● Art supplies (students will need individual sets of supplies, since shared materials will not be reasonable), shared equipment (computers, TV studio equipment, musical instruments, printmaking equipment, papercutters, cameras), musical instruments (pianos, drums, etc.) ● Classes that rely on large numbers (band, show choir, etc.) need many additional staff to reduce class sizes to 10 and maintain these programs ● School store- full PPE for all students ● Implement a cashless system- consult with Jeanne D' Arc Credit Union, School Store, Online Payments ● Food Service <ul style="list-style-type: none"> ○ food carts will need to be purchased to assist staff with the delivery of food for students to individual classrooms. ○ Additional staff to organize this for success ● Food packaging <ul style="list-style-type: none"> ○ All food will need to be delivered in sealed packages. Then, all of these packages will need to be properly disposed of. ○ Additional costs for packaging, custodial staff, huge environmental impact - wasted plastic, trash bins/bags ● Develop a Quarantine room staffed with nurses ● Digital textbooks ● students will need to be 1:1 with laptop to make instruction possible ● Special needs students- busing - given mandates and health of students- this may mean individual transportation. |
|--|--|---|---|

| | | | |
|--|---------------------|--|---|
| | | | <ul style="list-style-type: none"> ● Bathrooms - how do we monitor the number of students at a time and constant upkeep to maintain cleanliness? Increase the number of custodians, security guards? ● Provide Water <ul style="list-style-type: none"> ○ Fountains will be shut down - do we have a responsibility to provide bottled water throughout the day that all students can access? ● Liability implications (staff who don't follow protocols, students who don't follow protocols) ● Students who do not return, will need a digital classroom, remote learning plan <ul style="list-style-type: none"> ○ Identify staff to monitor remote learning classes ○ Increased number of teachers required ● What happens when students need to quarantine for a period of time? Do their teachers have to maintain in-person teaching and full, remote classrooms to maintain consistency in instruction and full participation? This is a potential union issue. If not, there will be a huge cost for increased staff ● Additional work spaces will need to be provided and extra classrooms will need to be built/added ● There is a financial cost in losing entire programs that will be hurt by the implementation of this plan. They will eventually need to be re-established and that will be costly in the future ● There will be a huge demand for staff and substitute teachers to cover all of the classes - we may not be able to secure the numbers needed to successfully operate our schools. ● Overtime pay for security and custodial ● PPE will need to be cleaned from inside the building, in the parking garage, outside school building, etc. <ul style="list-style-type: none"> ○ Cleaning would need to occur throughout the day |
| | Staffing Costs | <ul style="list-style-type: none"> ● Building Based Substitutes | <ul style="list-style-type: none"> ● Additional General Education, Special Education Teachers and Paraprofessionals ● Additional custodial staff for cleaning regularly throughout the day ● Additional Nursing staff for each House Office and/or special populations ● Additional staff to support the increased social/emotional needs of students ● Additional security guards before and after school to ensure safe school environment (3 at the FA, 2 stationed at the Main Desk LHS, 8 1922/1980 building) ● Additional cafeteria staff to supply Grab and Go meals and deliver to classrooms ● LTS for staff needing to quarantine or who choose to take a LOA ● LTS for staff unable to return ● Additional staffing with a minimum ration of 10/1 students/staff. (We currently have approximately 30/1) ● Staffing providing online instructions for students who "opt-out" |
| | Contractual Impacts | <ul style="list-style-type: none"> ● | <ul style="list-style-type: none"> ● Establish communication with union executive boards ● Busing? Buses are only able to operate with a 1/3 capacity. How will this impact students? Attendance? Does LPS have a contract with LRTA? What are those implicat? ● Liability concerns (assumed and realistic) around implementing |

| | | | |
|---|-------------------------------------|--|---|
| | | | <ul style="list-style-type: none"> ● Staff- will they be expected to maintain virtual education and live classrooms? Is that a contract violation? Or need to increase staff? |
| <p>Addressing the Needs of Students</p> <p>* **Plan developed following guidelines provided by the Department of Early Education and Care: MASS Reopen Guidelines</p> <p>*Additional guidelines for early childhood and substantially separate LEAP, CSA and Adie school students</p> | <p>Mainstream Special Education</p> | <p>DESE GUIDANCE:</p> <ul style="list-style-type: none"> ● In order to support our students with special needs, we will need to consider that DESE is continuously updating their guidance, and plan to adjust accordingly. <p>DIFFERENTIATED SCHEDULES & SUPPORTS:</p> <ul style="list-style-type: none"> ● Design school schedules to support Special Education and English Language Learners to both access the general curriculum and receive specialized services. Use a platform like zoom or google meet to create synchronous opportunities during the hybrid time to practice oral language with peers and teachers for English Language Learners and students with speech or related services. ● Utilize teletherapy when appropriate in collaboration with families, and considering the needs of the student in order to equitably support them as determined by the teams creating their IEPs and 504 plans. We recommend utilizing in person time to prioritize services that cannot be delivered remotely, for example components of physical and occupational therapy. <ul style="list-style-type: none"> ○ Implementing teletherapy will require new training for staff. ● Increase time in person up to full-time for both newcomer ELLs and substantially separate groups (Ex. LEAP, CSA, etc). ● Schedules for English Language Development and Special Education staff will need to be created to ensure services are delivered and requirements are met. Staff may need schedules that look different than other roles (remote, in-person, both). <ul style="list-style-type: none"> ○ Create opportunities for co-planning to provide support skill development in multiple settings and shared google classrooms and/or zoom sessions | <p>In School Considerations</p> <ul style="list-style-type: none"> ● Consult IEP services and accommodations ● No more than 50% special education in a class when grouping ● Access to trusted staff member or social worker via remind.com or google meet/zoom <p>Remote Considerations Special Education</p> <ul style="list-style-type: none"> ○ Identify students and perform Initial Evaluations ○ Perform Re-Evaluations <p><u>Updating and revising TDLP</u></p> <ul style="list-style-type: none"> ● 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) <p><u>IEP meetings</u></p> <ul style="list-style-type: none"> ● Continue to hold online ● Encourage and support family engagement ● Ongoing training for staff to meet compliance requirements <p><u>PD for teachers of students with visual/hearing/ sensory impairments</u></p> <p><u>Instructional Support/ EL Tutorial</u></p> <ul style="list-style-type: none"> ● 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 <p>Student/teacher led tutoring sessions (for all students as well) Utilizing paraprofessionals</p> |
| | <p>Sub-Separate</p> | | <p>In-school Considerations</p> |

| | | | |
|--|-------------------|--|---|
| | Special Education | | <p>Additional staff required due to size of classroom restrictions by law:</p> <ul style="list-style-type: none"> ● Fundamentals 1:8 ratio will require 2:9 ratio <ul style="list-style-type: none"> ○ Two fundamental students with one on one ○ One on escort for transitions ● Adjustment 1:8 ratio (teacher; para required over 8) ● Life skills 1:8 ratio (teacher; para required over 8) <p>Opt out option or another accommodation:</p> <ul style="list-style-type: none"> ● Dependent on health concerns ● Non compliance issues surrounding face masks and other social distancing rules based on disability ● Sensory issues based on disability (face masks) <p>Remote Considerations</p> <ul style="list-style-type: none"> ● Need for in-school instruction/therapeutic services (OT,PT,speech, etc) ● Home visits to support ● Packets mailed home ● IEP meetings ● Remote Learning Plans |
| | ESL | | <p>In-school Considerations</p> <ul style="list-style-type: none"> ● All communication provided in home language ● Signage in high-incidence languages with pictures <p>Remote Learning Considerations</p> <ul style="list-style-type: none"> ● ACCESS testing <ul style="list-style-type: none"> ○ Delivery in a remote setting ● Technology training in native language <ul style="list-style-type: none"> ○ Need to consider prior knowledge of technology ○ Access to technology ○ Scalability of training ○ Address low incidence languages <p>School license of the Seesaw learning app</p> <ul style="list-style-type: none"> ○ EL teachers are currently being trained in this app <p>Frequent check ins with students/ families</p> <ul style="list-style-type: none"> ○ Increase exposure to English language ○ Improve family engagement <p>Increase bilingual staff dedicated to student outreach, rather than relying solely on teachers</p> |

| | | | |
|--|---|--|--|
| | | | Improve messaging/ training for staff on use of language line and other services managed by Central Office |
| Opt-Out Procedures | See Remote Learning recommendations | | <p><u>Assess need:</u></p> <ul style="list-style-type: none"> ● Remote Learning Opportunities (Apex) ● Remote Learning teachers by subject/grade level <p><u>Students who refuse to wear masks:</u></p> <ul style="list-style-type: none"> ● Remote Learning Opportunities (Apex) ● Remote Learning teachers by subject/grade level |
| Early Childhood | Recommended for further discussion in Phase 2 regarding the frequency of their in-person attendance | | N/A |
| Limited Income | See In-Person and Remote Learning recommendations | | <ul style="list-style-type: none"> ● Providing individual school supplies ● Provide PPE ● 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 | <p>INTERNET ACCESS:</p> <ul style="list-style-type: none"> ● Commit to consistent, high speed internet access for all students to ensure that students can access learning experiences at home. <p>POLICY CREATION:</p> <ul style="list-style-type: none"> ● Given that students will have district provided chromebooks to take home, the group recommends the creation of parent/guardian agreements and policies for chromebooks at home that specify expectations of use, care, and more as the district implements a 1 to 1 technology initiative. | | <p>In School Considerations</p> <ul style="list-style-type: none"> ● Assist families with completing Comcast Essentials Applications ● Establish support fund to help families get started with Comcast Essentials (see New Bedford Public Schools) ● Videos on what to expect for parents/students to view before returning ● ALL students will require a device ● Tutorials for students/parents on phone or videos or through Google Meet/Zoom <p>Remote Considerations</p> <ul style="list-style-type: none"> ● 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 |

| | | | |
|--|-------------------------------|---|--|
| | | | <ul style="list-style-type: none"> ● Community outreach to determine and address technology knowledge as well as technology needs |
| | <p>Social Emotional Needs</p> | <p>Social Emotional Curriculum: Prior to the school closure, schools and district staff were considering options for social emotional learning. We recommend connecting with district staff leading social emotional learning to determine if/which social emotional learning curriculum was purchased, and what needs to be adapted to ensure it works with social distancing requirements.</p> <p>Social Emotional Needs: We strongly recommend prioritizing students' social-emotional needs in the hybrid model throughout the year.</p> <p>Orientation Experiences:</p> <ul style="list-style-type: none"> ● Given the experience of students during the emergency school closure in the 19-20 school year, we anticipate that they will have even greater social and emotional needs than previously. We also feel that there is a need to (re)build links with the community. Additionally, given the fact that the model will be new and different from the teaching model required when schools closed in the spring of 2020, we recommend joyful, proactive “orientation” experiences for families and students to help them understand the new model. These should be held in the week leading up to and/or during the first weeks of schools. <ul style="list-style-type: none"> ○ Families: Develop multiple ways for families to engage at the beginning of the year so that they understand the model (Examples - zoom, outdoor in-person, small language-based groups with translators, etc). <ul style="list-style-type: none"> ■ Highlight specific opportunities that are different than remote learning that will benefit their child (Example - live opportunities to engage, etc). ■ Include 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. ■ Include explanation of roles and expectations within the hybrid model, and how to support their children. ■ All opportunities should be offered in multiple languages. ○ Students: During the first weeks of school - include community building activities, opportunities to process experiences of learning | <ul style="list-style-type: none"> ● 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. ● 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 <ul style="list-style-type: none"> ○ Provide refresher to staff on how to use Journal ○ Provide training to staff on best practices in reporting (FERPA/ HIPPA concerns) ● On-site Teen Health Clinic ● Social Workers ● Group meetings through Google Meets or Zoom for additional support/communication <p><u>Social/Emotional Learning</u></p> <ul style="list-style-type: none"> ● Issues with doing classes “alone”; classes in students’ “safe space” ● Remind students of health and safety rules ● Check in on mental well-being |

| | | | |
|--|---|---|---|
| | | <p>at home, introduction and training on how to access learning through platforms, expectations for learning during remote periods, etc.</p> <p>STAFF & SCHEDULES: Use the experience of the spring and the ways in which schools worked differently to support students to evaluate staffing for supporting students social emotionally (social workers, counselors, family liaisons, translators, etc). Determine ways to allocate time and if additional or different resources are necessary for home visits, attendance/engagement support, etc.</p> | |
| | Basic Needs | See In-Person and Remote Learning recommendations | <ul style="list-style-type: none"> ● Catie's Closet -- clothes and personal supplies ● Access to in school food pantry ● Reach out to create community connections such as the Chamber of Commerce or other business to support the needs of students as needed ● Open and consistent communication with families and community ● 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 <ul style="list-style-type: none"> ○ 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 |
| | Accommodations for high-risk (medical) students | See In-Person recommendations | <p>In-school Considerations</p> <ul style="list-style-type: none"> ● Identify vulnerable student populations and develop targeted interventions/supports. ● Develop a plan for immune compromised students ● Access to nurse in a designated area by house ● Access to handicap bathrooms ● Allow eClassrooms, materials, desks will need to be thoroughly cleaned periodically ● arly transitions for arrival/dismissal and lunch ● Elevator use <p>Remote Considerations</p> <ul style="list-style-type: none"> ● 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 | <p>Staff members of the Lowell Public Schools and the families we serve will encounter new challenges in childcare when students are not in school.</p> <p>We recommend identifying community partnerships for childcare (Boys & Girls Club, UTEC, CTI, Greater Lowell Technical School Early Childhood Program, etc.), and highlight the need to explore this issue in much more depth.</p> <ul style="list-style-type: none"> Collaborate with chosen community partners to have them understand the hybrid model and actively support remote learning. <p>The team anticipates that the demand will exceed the spaces community partners have, and would recommend creating options for “alternate sites” where consistent groups of students in remote learning can meet with volunteers/tutors. This partnership should be coordinated by the district and vetted through CORI checks.</p> | <p>Two different sets of considerations:</p> <ul style="list-style-type: none"> Staff with children within LPS <ul style="list-style-type: none"> Accommodations must be considered if K-8 plan is different than the LHS plan If they are the same plan, then we will need to figure out how to synchronize teachers’ LHS schedules with their childrens’. <i>This might not be possible for all teachers, which raises an equity issue.</i> Staff with children outside LPS <ul style="list-style-type: none"> District must indicate to what degree the District will assume responsibility for outcomes that are generated outside the district. If there are multiple different plans that affect our teachers’ children, is it feasible to accommodate staff with LPS children, while telling those with children in other districts that they will be on their own. If outside districts have a multiplicity of different plans, then we need to have a way of coordinating them |
| | Child Care Implications for Families | | <p>If LHS goes to hybrid that is not exactly the same as what K-8 is doing, we could:</p> <ul style="list-style-type: none"> Set up a system for students to petition for placement in a schedule cohort that gives maximum availability of that student to meet child care obligations at home; Allow a subset of students to move to full remote in order to meet child care obligations Likely this would be a house dean/guidance counselor/social worker decision. |
| | Traffic | See In-Person recommendations | <p>In School Considerations</p> <ul style="list-style-type: none"> May need to accommodate more buses; consult with LRTA/Pride Start, other transportation service providers If we have more buses in the afternoon, we need to task more staff with maintaining order and social safety at the end of the school day. <p>Remote Considerations</p> <ul style="list-style-type: none"> Tech Support days Lunch distribution at LHS |
| | Volunteers /Guest Speakers/ Field Trips | <p>Given that there are new possible staffing needs, we encourage partnership, when possible, to identify parent/family/current college students/recent graduate volunteers to support school needs. If explored, we would recommend considering how to continue to meet the health and safety needs determining ways community volunteers could be most effectively utilized.</p> <ul style="list-style-type: none"> Reach out to PTOs at each school as a resource to coordinate and recruit volunteers Utilize volunteers to support remote learning experiences to support engagement, academic skill building, translation and language support, etc. <ul style="list-style-type: none"> Identify volunteers from community partners (Examples - parents, | <p>Per DESE/Commonwealth recommendations</p> <ul style="list-style-type: none"> No Field Trips No Assemblies or Large Group Gatherings <p>Virtual guest speakers, must be vetted and presentations must be delivered via secure link</p> |

| | | | |
|-------------------|---|---|--|
| | | students at UMASS Lowell who are working towards certification, volunteers in the early childhood program at Greater Lowell Technical School). | |
| | Outside Agencies in Schools (DCF, Counselors, etc.) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 • Minimize outside agencies accessing school facilities |
| | Use of Facilities Permits | No Use of Facilities Permits outside of contracted child care/programming agencies | No Use of Facilities Permits |
| Extra Curriculars | Sports | See In-Person recommendations | <p>Per MIAA guidelines - waiting on official word from the state about the fall season.</p> <ul style="list-style-type: none"> • Consult with Athletic Director, Dave Lezenski and Athletic Assistant, Patti Crabtree regarding transportation and scheduling concerns. • 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. <ul style="list-style-type: none"> ○ 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? |

| | | | |
|---|---|--|--|
| | | | <ul style="list-style-type: none"> ● 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 | See In-Person recommendations | | <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ 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 | See In-Person and Remote Learning recommendations | | <p>In School Considerations</p> <p>Clubs/Activities:</p> <ul style="list-style-type: none"> ● Consult with Tom Thornton, Student Activities Coordinator to create a schedule with advisors to ensure all students are engaged; following current guidelines ● Club leaders and advisors would be assisted in determining whether the use of remote technology would be viable for them. ● If student participation is limited in order to keep overall numbers low, then an equitable means of choosing participants needs to be created and implemented equitably across <i>all</i> extracurriculars. ● 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. |

- More than 20 students would need to be on Google Meets or Zoom
- How do remote students get to in-school clubs?

Music/Band:

- Consult with **Jessica Daviso, Fine Arts Chair** on specific needs for each program; following current guidelines
- Band room would need to be divided with Plexiglass to ensure health/safety guidelines; ensure social distancing 6ft apart.
- LHS should investigate software to combine individuals into a group productions
- Chorus/Show Choir - students have to be more than 6 feet apart when they are singing.
- Instruments can not be shared; must be fully disinfected between use.
- Auditorium and stage can be divided to allow for more usage of the space under social distancing guidelines.
- When weather permits, areas outside of the school are encouraged to be used.

ROTC:

- Need to maintain social distance for practice (ROTC marching, etc.)
- More room needed in given ; more rooms needed
- When weather permits, areas outside of the school are encouraged to be used.

Remote Considerations

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