

Teaching & Learning

Addressing the Needs of Students

Operations & Safety

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Community Impacts

Hybrid Learning Scenario

Task Force Reporting Document
June 2020



Teaching & Learning



Model

Curriculum

**Assessment &
Grading**

**Staff
Development**

Attendance

Material

Consistency of Model



DESCRIPTION of MODEL:

- The hybrid model identifies four cohorts, to meet the needs of the Lowell community:
 - ◆ Cohorts A & B alternate between in-person and remote learning
 - ◆ Cohort C attends school fully, with a priority given to high needs students and children of essential workers
 - ◆ Cohort D continues to study remotely to accommodate health issues and parental wishes

- For students in Cohort D, create a centralized district wide “Lowell Remote Learning School” to serve all students who opt-in, staffed with LPS employees who will design and facilitate full remote learning.
 - ◆ There are opportunities to:
 - 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.
 - retain students in LPSD who might otherwise go elsewhere.

Consistency of Model



SCHEDULE:

- 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.
 - ◆ Where this is not feasible for families, remote learning on an asynchronous schedule would be expected during remote learning weeks.

Consistency of Model



CREATING GROUPS:

- LPS Representation: 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 to services, transportation, etc).
- Family Engagement: Survey families about their participation in this model, and their needs for scheduling (Example - sibling on the same or different schedules).

EFFECTIVE COMMUNICATION DURING 2020-2021:

- To support implementation, develop a universal system where families know when to expect:
 - 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.

Consistency of Model - Questions



Ongoing questions and considerations with regards to the model:

- Preliminary DESE recommendations for fall suggest that schools open for five days a week if feasible. Given DESE guidance and possible updates that will occur throughout the summer, we recommend going deeper into options for models and developing possible specifics with pros and cons within the hybrid model options. This document presupposes a Week A, Week B model, but there are other hybrid options that can be pursued such as Day 1, 2, Clean, Day 3, 4, or a four day week with cleaning on Friday to minimize overtime custodial cost.
 - ◆ *The group wonders how we could prioritize in person learning for younger students and students with special needs in special programs and space them out by having less in person time for older students?*

CURRICULUM MAPS:

- 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.

PLANNING UNITS:

- 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 or 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.

STAFF COLLABORATION:

- Capitalize on the flexibility of this model to encourage teamwork across schools to prepare materials throughout the school year, including pre-recorded lessons.
 - ◆ 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.

- 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.

Ongoing questions and considerations with regards to curriculum:

- **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.
- **Digital Curriculum:** Staff across the district are utilizing digital resources that have been provided for free during the school closure. We will need to determine which licenses for digital resources we want to continue to use and if we want to increase the number of licenses to match the current use.

DIAGNOSTICS:

- 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.

GRADING POLICIES:

- Given that there is in person instruction in this model, grading can primarily happen as it did prior to March 2020.
- Update grading policies to specifically account for students who are missing work due to health or quarantine reasons, specifying that there are no late penalties. Within this policy, develop a process for revising and updating grades.

REPORT CARDS:

- Elementary Report Cards will need to be analyzed and revised based on the updated curriculum work to ensure that they match the standards taught in the updated curriculum maps.

Ongoing questions and considerations with regards to assessment & grading:

- 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?
 - ◆ *Question: 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?)?*

CREATION of MATERIALS for PROFESSIONAL DEVELOPMENT:

- 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.).
- 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).



Staff Development

ORIENTATION - AUGUST 2020:

- Increase the amount of time for staff development prior to the school year and prioritize focus on the hybrid model (vision, roles, responsibilities, resources).
 - ◆ 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 upcoming learning and student work to effectively partner with families in the hybrid model.
 - ◆ 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).
 - 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).

COMMUNICATION:

- 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.

TECHNICAL UPDATES in SYSTEMS:

- Add additional codes to Aspen to accurately explain absences (Ex. "Q" for when a student is absent because they have to quarantine).
- Continually cross-reference with updated DESE guidance for attendance to ensure our system aligns with state required reporting.

ATTENDANCE POLICY:

- During the in-person week - take attendance as normal.
- During the remote learning week, we recommend the district analyze DESE's guidance for attendance to ensure that we meet their needs.
 - ◆ 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, 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.
- We strongly recommend that this is only for attendance, and a separate grading policy is created.

Addressing the Needs of Students



**Social
Emotional
Supports**

**Equitable
Technology
Access**

**Schedules for
Special
Populations**



Social Emotional Supports

Social Emotional Needs:

- We strongly recommend prioritizing students' social-emotional needs in the hybrid model throughout the year.

Orientation Experiences:

- 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.

- ◆ **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).
 - 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 at home, introduction and training on how to access learning through platforms, expectations for learning during remote periods, etc.

Social Emotional Supports



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.

CURRICULUM:

- As previously mentioned, ensure there are curriculum materials and time built into the hybrid model to support students social emotional learning and needs throughout the year.

INTERNET ACCESS:

- Commit to consistent, high speed internet access for all students and staff to ensure they can effectively work and learn remotely.

POLICY CREATION:

- 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.

MATERIALS:

- Ensure every student has earbuds to support learning in person and during remote periods.
- 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.

Schedules - Special Populations

DESE GUIDANCE:

- 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.

DIFFERENTIATED SCHEDULES & SUPPORTS:

- 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.
 - ◆ 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).
 - ◆ Create opportunities for co-planning to provide support skill development in multiple settings and shared google classrooms and/or zoom sessions



Operations & Safety



**Model
Alignment**

**Meal
Distribution**

ADOPTION of RECOMMENDATIONS:

- With regard to operations and safety, we recommend adopting as many recommendations as are feasible from the in person and full remote groups.
 - ◆ Review the recommendations for safety, transportation, school entry/dismissal, etc
 - ◆ Utilize those procedures “as is” when possible, and revise when aspects of the model prevent implementation.

- In the hybrid model, meal distribution needs to be considered separately (see recommendations on next slide).

Meal Distribution



- 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:
 - ◆ 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:
 - ◆ *Option One:* 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.
 - ◆ *Option Two:* 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).
 - ◆ *Option Three:* 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).

TRANSPORTATION:

- We acknowledge the needs to streamline transportation so that the costs do not increase dramatically. We wonder what is feasible and cost effective?
- We recommend reviewing plans from the “full in-person” and connecting with district transportation advisors to consider some of the following ideas:
 - ◆ Neighborhood schools
 - ◆ Re-evaluating the mileage eligible for transportation
 - ◆ Find ways to encourage walking/cycling
 - ◆ Having close proximity schools share routes

EARLY CHILDHOOD IMPLICATIONS:

- Recommendations from other planning groups do not yet have specifics for Early Childhood. Have representatives from Early Childhood review the recommendations for operations and safety to ensure that they match the needs and resources for pre-K and K.

Community Impacts

Childcare

**Community
Volunteers**



- Staff members of the Lowell Public Schools and the families we serve will encounter new challenges in childcare when students are not in school.
- 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.
 - ◆ Collaborate with chosen community partners to have them understand the hybrid model and actively support remote learning.
- 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.

Community Volunteers



- 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.
 - ◆ Reach out to PTOs at each school as a resource to coordinate and recruit volunteers.
 - ◆ Utilize volunteers to support remote learning experiences, engagement, academic skill building, translation and language needs, etc.
 - Identify volunteers from community partners (Examples - parents, students at UMASS Lowell who are working towards certification, volunteers in the early childhood program at Greater Lowell Technical School).

Implications

Financial

**Human
Resources**



Financial



- **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 current decisions around budgets and supply and then ensure that any required materials/supplies are accessible to students both at home and at school.
- **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.
 - ◆ 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.

Human Resources



- **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.
- **Building Substitutes:** We believe that having one or more building based substitute(s) per school would support health and safety by minimizing exposure; this would have a financial implication when staffing.
- **Differentiated Staff Roles:** Staffing considerations will need to be made for staff who 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.
 - ◆ Create a pathway where teachers are able to express their needs and a process to match those needs with district staffing needs.
- **Screening:** Given the recommendations of the CDC, the team recommends ensuring that all schools have consistent access to nurses for in school screening and follow up.

Appendix: Resources for Planning

For resources to support planning for the reopening of schools, please see [this resource bank](#) (which will be updated with new resources). All resources as of June 29, 2020 are included in the slides below.

Big Picture

What could school like like?

- **Systems Thinking**
 - **Models**
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Systems Thinking

[CDC Guidelines](#)

[Schools for Health](#) (Harvard School of Public Health; June 2020)

[Providing Equitable & Effective Digital Learning](#)
(Three Recs from ISTE & EdSurge)

[Questions to Consider for Equity](#) (ISTE & EdSurge)

[Rennie Center Blueprint for Schools](#) - Includes three guidelines around 1) Trauma 2) Rebuilding Community and 3) Accessing Grade Level Content

[Seven Distance Learning Priorities to Consider](#)

[5 Things Not To Do When School Reopens](#)
(Shanker Institute)

[Reopening School - What it Might Look Like](#)
(Cult of Pedagogy May 24, 2020)

[A New Reality - Getting Remote Learning Right](#)
(ASCD, April 2020).

[Teachers - Reopening is Joyful, Tough](#)
(Edutopia, June 5, 2020)

[How Long Term Tech Planning Pays](#) **(Edutopia, May 4, 2020)**

[ASCD Distance Learning Resource List](#)

Defining the Model

- [Blended Learning Definition vs. Technology Rich Learning](#) (this source is advocating for blended learning, thus has biased sections).
- [7 Models of Blended Learning](#)
- [Student Centered Model of Blended Learning](#) (Edutopia - Video - High School Math in Washington, D.C)
- [Station Rotation](#) - (Edutopia, Oct 2017)
- [A Powerful Model for Understanding Tech Integration](#) (Edutopia, May 4, 2020)
- [Global Education Collective](#) network and online forum
- [12 Types of Blended Learning](#), TeachThought
- [Blended or Hybrid Learning](#), Tech 4 Teaching & Learning

Students & Equity

How do we ensure our plans create equity and support student achievement?

- Culturally Responsive Teaching
 - Trauma Informed Instruction
 - SEL
 - Assessment & Grading
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Culturally Responsive Teaching in the Hybrid Model

- [How to Develop Culturally Responsive Teaching & Distance Learning](#) (MindShift May 20, 2020)
- [Rebuilding Community](#) (Rennie Center)
- [Online Learning Can Be Culturally Responsive](#) (Teaching Tolerance)
- [The Value of Culturally Responsive Teaching in Distance Learning](#) (Edutopia)
- [Webinars](#) from Zaretta Hammond (Cost \$59) -
 - Moving Beyond the Packet
 - Parents as First Teachers

Trauma Informed Instruction in the Hybrid Model

- Strategies for Trauma Informed Distance Learning (West Ed)
- Helping Students Heal Trauma (Rennie Center)
- A Trauma Informed Approach to Teaching Through Corona Virus - (Teaching Tolerance)
 - A list of more articles:
<https://www.tolerance.org/supporting-students-through-coronavirus>
- A Healthy Reminder to Educators During School Closures (Teaching Tolerance)

Social Emotional Learning in the Hybrid Model

- [InsideSEL Curated Resources](#)
- [National Art Education Association Distance SEL Toolkit](#)
- [Building Curriculum that integrates SEL & the Arts](#) (Edutopia)
- [SEL Toolkit](#) (CommonSense Media)
- [SEL Should be a Priority During COVID](#) (NEA)
- [How to Teach SEL when Students Aren't in School](#) (Education Week)
- [Guide to Using Second Step Middle School Advisory Curriculum Online](#)
- [Curated Resources for SEL in K-5](#) (Second Step)

Assessment & Grading Policies

- [Why Grading Policies for Equity Matter More than Ever](#) (MindShift)
- [Summative Assessment in Distance Learning](#) (Edutopia, April 28, 2020)
- [Recommendations for Grading During COVID-19 School Closures](#) by Joe Feldman
- [Grading for Equity](#) (website and book)

Curriculum & Instruction

What can teaching and learning look like to support academic achievement? How do we support teachers and build new capacity?

- Best Practices & Instructional Tools
 - Teacher Development
 - Tools for Creating Digital Content
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Best Practices & Instructional Tools for Teachers

- [Remote Learning Page](#) (Lowell Public Schools)
- [Using Research to Promote Engagement in Distance Learning](#) (EdSurge)
- [20+ Vetted lists of tools and strategies](#) (Common Sense Media)
- [Distance Learning - A Gently Curated List of Resources](#) (Cult of Pedagogy March 30, 2020).
- [4 Ways to Create Choice Boards](#) by John Spencer
- [The Best Resources for Online Safety](#) & Legal Issues (Ferlazzo, June 9, 2020).
- [Getting Ready To Teach Next Year](#) (Edutopia)
- [Read Alouds During Distance Learning](#) (MindShift)
- [14 Tips for Students with Limited Internet Access](#) (MindShift, March 24)
- [Harvard's Project Zero](#) Resources and Thinking Routines
- [Getting Started With Designing a Blended Learning Course](#), Cornell University Center for Teaching Innovation

Teacher Development

- [Inacol Blended Learning Teacher Competencies](#)
- [How Not To Start a Class in 2020](#), Thinking Mathematically, May 21, 2020
- [Tasks Before Apps](#) (pages 1 & 4 - ASCD, September 2018) (this is also a book).
- [How to Create a Project Based Learning Lesson](#) (Cult of Pedagogy, February 2020).
- [Four Tips for Supporting Learning at Home](#) (Edutopia, March 2020)
- [A Five Step Guide to Making Instructional Videos](#) (Edutopia, August 2019)
- [Everything You Need to Know about Building a Great Screencastify](#) (Cult of Pedagogy April 26, 2020).
- [Teaching Revision in a Blended Learning](#) (Edutopia, April 2, 2020)
- [ISTE Certification](#) in Digital Learning through Collaborative Education Services (cost \$750).
- [One Thing Today for Teachers; One Thing Today for Leaders](#) (The Accelerator Institute)
- [Get Set Up](#) - Free online classes with a current or retired teacher virtually on ed tech
- [Google Teach from Home](#) ([Toolkit](#))

Tools to Create Digital Content

- [Thinglink](#) – Tools to create interactive images, videos and other multimedia resources
- [EdPuzzle](#) – Video lesson creation software.
- [EduCaixa](#) - Courses in Spanish language to help teachers develop the skills and competencies of learners in areas such as communication, entrepreneurship, STEM and big data.
- [Kaltura](#) – Video management and creation tools with integration options for various learning management systems.
- [Nearpod](#) – Software to create lessons with informative and interactive assessment activities.
- [Pear Deck](#) – Facilitates the design of engaging instructional content with various integration features.
- [Squigl](#) – Content creation platform that transforms speech or text into animated videos.
- [Trello](#) - A visual collaboration tool used by teachers and professors for easier coursework planning, faculty collaboration, and classroom organization.
- [Best Apps & Online Tools for Math](#) (Ferlazzo, Dec 24, 2017)

Special Programs & Populations

How do we ensure our plans address the needs of the whole child?

- Afterschool Programs
 - Allied Arts
 - Special Education
 - English Language Development
-

Supporting the Allied Arts & Afterschool Programming

- [High School Choir in the Age of Coronavirus](#) (MindShift, April 6, 2020)
- [Taking Dance, Soccer, and Others Online](#) (MindShift, May 6, 2020)

Special Education & English Language Development

- [State Special Education COVID-19 Page](#) (DESE)
- [Educators Get Creative to Support Students with Special Needs](#) (MindShift, April 15)
- [In California, Schools Reopen for Most Vulnerable](#) (Edutopia, June 3, 2020)
- [Serving Students During COVID-19 Crisis](#) (National Center for Learning Disabilities)
- [State Guidance for Distance Learning & ELLs](#) (DESE) ([full state page](#))
- [Distance Learning for ELLs](#) - Colorín colorado
- [Supporting ELLs in Distance Learning](#) - TNTTP
- [English for Anxious Times](#) - Instructional Ideas for Social-Emotional Learning with ELLs.

Partnership in Action

How do we effectively partner
with families and the Lowell
community?

- Family Resources
 - Community Resources
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Family Resources

[How Parents Can Support Students During Distance Learning](#) (MindShift April 14)

[Curated Resources for Families](#) - Common Sense Media

[Remote Family Engagement](#) - The Learning Accelerator

[Distance Learning for ELLs - Making Family Partnerships Work](#) - Colorín Colorado