

		PreK-8	High School
<p><b>Teaching &amp; Learning</b></p>	<p>Curriculum</p>	<p>Individual kits/materials/manipulatives</p> <p>SEL curriculum for all, prioritized in the first 3 weeks of school over academics and built into schedule for the remainder of year</p> <p>Teach district prioritized standards for each grade level as written in the district curriculum maps in Sept/Oct, beginning 9/21- weaving them into current grade level standards. This can be done through project based, blended learning, spiral reviews, individualized assessments for all students.</p> <p>Identify content areas/standards that are essential at each grade level to be the primary focus.</p> <p>Curriculum needs to be digitized in all content areas as much as possible (i.e. CamScanner app to Google Classroom)</p> <p>Prioritize funds for digital instructional tools that were used heavily during remote learning that will no longer be free (BrainPop, Newsela, EdPuzzle, etc.)</p> <p>Remote program for quarantined/high risk students- possibly use high-risk staff for instruction</p> <p>Consider physical proximity between students during instruction (i.e., use caution with turn and talk, desks in rows, avoid physical touch between students)</p>	<p><u>Start of School Year</u></p> <ul style="list-style-type: none"> <li>● Review/Reteaching skills and standards that were covered during remote instruction in the previous grade level</li> <li>● Individual CPT time to discuss the curriculum and review student data                             <ul style="list-style-type: none"> <li>○ CPT teams determine core assignments necessary to demonstrate proficiency for all students including those on 504s, IEPs, and ELLs, with differentiated assignments, as applicable.</li> </ul> </li> <li>● Testing with iReady for Math and ELA</li> <li>● Complete digital literacy assignments</li> </ul> <p><u>Student Materials</u></p> <ul style="list-style-type: none"> <li>● Chromebook -- district issued device must be used for all learning</li> <li>● Each department determines a list of consumable supplies/materials for students.                             <ul style="list-style-type: none"> <li>○ Students pick up individual materials and carry with them. (colored pencils, notebook, paper).</li> <li>○ Consider physical proximity between students during instruction (i.e., use caution with turn and talk, desks in rows, avoid physical touch between students)</li> </ul> </li> </ul> <p>Handouts/Worksheets/Projects/Tests</p> <ul style="list-style-type: none"> <li>● Move to paper free format, increase use of Google Classroom and 1:1 computers for all students</li> <li>● Science labs would need to be conducted virtually to minimize student contact or completed individually</li> </ul> <p><u>Impact on Master Schedule</u></p> <ul style="list-style-type: none"> <li>● Recommendation to start the school day with Advisory                             <ul style="list-style-type: none"> <li>○ Check in with students/build relationships</li> <li>○ Remind students of health/safety rules, deliver important messages and announcements</li> <li>○ Start the day with whole school mindfulness activity or meditation</li> </ul> </li> <li>● Model for Grades 10-12 by House Office</li> <li>● Department chairs will need to identify the number of sections needed for each department to determine staffing needs</li> <li>● Split Schedules (Schedule A, Schedule B) to minimize transition time; varied start times; maximize time on learning</li> <li>● Core content courses only                             <ul style="list-style-type: none"> <li>○ reduce the number of in person electives or move electives to non credit after school programs</li> </ul> </li> </ul>

			<p>Increase “real world experiences” for upperclassmen on track to graduate</p> <ul style="list-style-type: none"> <li>● Internships - on-line internships and virtual presentations (zoom)</li> <li>● School to Work - upperclassmen who are on track to graduate and have a part-time job will be able to leave school periods 6 and 7</li> </ul>
	<p>Instructional Technology Platform</p>	<p>Consistent technological platform for each grade level</p> <ul style="list-style-type: none"> <li>● PreK-Grade 1 - Seesaw</li> <li>● Grade 2 - Seesaw/Google Classroom</li> <li>● Grade 3-8 -Google Classroom</li> </ul> <p>QR Codes and training for logging in for PK-2</p> <p>Learning Management System (LMS) for communication and parent and student grading/assignment feedback</p> <p>Teachers will need software to allow them to view all students’ screens in a 1:1 environment (i.e. Netop Vision)</p> <p>Offer parent trainings/videos regarding technological platforms</p>	<p><u>Consistent technological platform grades 9-12</u></p> <ul style="list-style-type: none"> <li>● 1:1 Chromebooks; students should bring the device to and from school every day <ul style="list-style-type: none"> <li>○ Need some way to identify individual devices other than the number?</li> </ul> </li> <li>● Students must use district issued device and school account</li> <li>● Need to ensure that online assessments cannot be copied or shared among students</li> <li>● Teachers have cameras for students NOT in school, every teacher has a camera and projector, smartboard, use of Google Classroom and Aspen.</li> <li>● Aspen for grading and journal</li> </ul>
	<p>Allied Arts/ Specialized Classrooms</p>	<p>Allied Arts- collaboration with ELA/Math/Science/SS staff to plan and implement STEAM activities within lessons.</p> <p>Develop a specialist schedule that allows for enrichment in various areas (i.e. art/music/physical education) but reduces rotation and interaction to a limited student body such as a quarterly rotation or rotation cycles for one special at a time.</p> <p>Consider music instruction with no singing or move to larger space, such as the cafeteria</p> <p>Increase instrument sanitation and consider no wind instruments</p> <p>DESE: Consider specialist teachers and other educators who have appropriate licenses to serve as additional core teachers to reduce class sizes in schools</p>	<p><u>In School Considerations</u></p> <p>Make small group learning considerations</p> <ul style="list-style-type: none"> <li>● All desks a minimum of 3 feet apart according to DESE guidance and 6 feet according to medical guidance</li> <li>● Individual student desks or 1 student per table <ul style="list-style-type: none"> <li>○ Eliminate student work centers</li> </ul> </li> <li>● <b>PE classes:</b> student/teacher ratio per state mandate <ul style="list-style-type: none"> <li>○ use Plexiglass or other material to safely separate classes in the gymnasium; increase outdoor use; thoroughly sanitize gymnasium in between classes</li> </ul> </li> <li>● <b>Fine Arts classes:</b> in person classes maintain the student/teacher ratio per state mandate <ul style="list-style-type: none"> <li>○ dance, chorus and band is recommended to have a virtual component</li> </ul> </li> <li>● <b>Science Lab Space:</b> recommended to be facilitated on a virtual platform; minimize partnering with lab work and sharing of materials</li> <li>● <b>Culinary classes:</b> 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</li> <li>● <b>Business/Graphic Design/Engineering:</b> recommended to remain online platform; no sharing of computers/technology devices</li> <li>● Computer labs have long fixed tables <ul style="list-style-type: none"> <li>○ Can use one side</li> <li>○ If 1:1 can remove computers</li> <li>○ For EDGE classrooms, how will teachers configure desks in the same direction? Can TVs be moved?</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>● Classroom partitions or dividers on desks</li> <li>● Can inner rooms in 500s and 600s be used?</li> </ul>
Attendance	<p>Maintain current attendance policy, enter attendance in X2</p> <p>Develop remote/digital lessons for students to avoid learning loss from extended absences.</p> <p>Absence Excused Medical Quarantine (AEQ) distinction for students absent due to required DPH quarantine/physician’s order</p>	<p><u>Recording Attendance</u></p> <ul style="list-style-type: none"> <li>● Maintain normal attendance policy, enter attendance in Aspen daily</li> <li>● Absence Excused Medical (AEM) distinction for students absent due to required DPH quarantine/physician’s order</li> <li>● Work with Attendance Office at Central and Parent Liaisons for additional outreach</li> <li>● 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</li> </ul> <p><u>Chronic Absenteeism</u></p> <ul style="list-style-type: none"> <li>● 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.)</li> <li>● Guidance counselors and social workers will work with students and families to create an attendance plan</li> <li>● School-based attendance teams will track daily attendance and follow Lowell Public Schools district attendance intervention plan.</li> </ul> <p><b>Remote Considerations</b></p> <p><u>Recording Attendance</u></p> <ul style="list-style-type: none"> <li>● 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)</li> <li>● Record daily from synchronous learning sessions for each class in Aspen</li> <li>● Student must attend entire session to be marked present (exemptions for students based on IEP or 504 accommodations)</li> <li>● Excused absences must be documented, sent via email or text to House Office</li> </ul> <p><u>Chronic Absenteeism</u></p> <ul style="list-style-type: none"> <li>● Teachers will reach out (clearly defined in teacher contract or MOA) to students after 4 absences from a class and will record in Aspen Journal</li> <li>● Guidance counselors and social workers will work with students and families to create an attendance plan</li> <li>● School-based attendance teams will track “daily or weekly meaningful interactions” (per DESE guideline) and follow Lowell Public Schools district attendance intervention plan.</li> </ul>	
Time on Learning	<p>Consider providing flexible scheduling and attendance guidelines to account for new protocols/social emotional needs of students</p> <p>Account for the added time for transitions, hand hygiene, etc.  Kindergarten current state learning time requirements: 425 hours/year  Gr. 1-8 current state learning time requirements: 900 hours/year</p>	<p><u>Time on Learning</u></p> <ul style="list-style-type: none"> <li>● Adjust schedule to allow for staggered transition times between classes (cluster model)</li> <li>● Utilize “In School” portion of hybrid learning schedule seen <a href="#">here</a></li> <li>● Allow time to clean desks and other classroom resources</li> </ul>	

	<p>Materials Required</p>	<p>PK-K need desks/plexiglass dividers or carpet squares/tray tables</p> <p>Individual supply kits per student</p> <p>Earbuds for every student</p> <p>Instructional Technology Platform (i.e., Seesaw, Google Classroom)</p> <p>At least 1 partitioned table in every classroom for safe small-group or 1:1 instruction/assessment.</p>	<ul style="list-style-type: none"> <li>● Basic instructional supplies and tools for each student to eliminate sharing</li> <li>● Electronic textbooks (hard copy as required by IEP/ 504)</li> <li>● Chromebooks</li> <li>● Laptops or alternate means to access specialized software (such as CAD)</li> <li>● Technology for support staff (paraprofessionals, tutors)</li> <li>● Digital subscriptions to include <ul style="list-style-type: none"> <li>○ SeeSaw app for special populations</li> <li>○ Apex courses</li> <li>○ Zoom licenses</li> </ul> </li> </ul>
	<p>Grading</p>	<p>Traditional grading with consideration for excused absences as determined per health dept.</p> <p>Consider moving to standards-based for middle school with one overall letter grade.</p> <p>Consider modifying grading to focus on power standards</p>	<p><u>Grading Policy</u></p> <ul style="list-style-type: none"> <li>● Maintain current in school grading policy</li> <li>● Every teacher must enter grades in Aspen in a timely manner</li> <li>● Every student and parent must be in the Aspen portal <ul style="list-style-type: none"> <li>○ Parent volunteers to help others learn; on-call?</li> <li>○ FAQ sheet</li> </ul> </li> <li>● Grading considerations for excused absences as determined per health dept.</li> <li>● SEL concerns about ability to do work due to stress or illness; clear make-up policy <ul style="list-style-type: none"> <li>○ Clear procedures for students who test positive</li> <li>○ Due dates must be consistent with curriculum and must meet IEP/ 504 accommodations</li> </ul> </li> <li>● Move to semester grades; Q1/Q3 - progress report, more time for students to complete work</li> </ul> <p><u>Rubrics</u></p> <ul style="list-style-type: none"> <li>● Develop common rubrics across all departments for Course Competency Measurement and Participation/Effort/Core Values</li> <li>● Clear late work and second chance policy <ul style="list-style-type: none"> <li>○ Appeals for documented extenuating circumstances for late work</li> <li>○ Process for resubmitting assignments and second chance learning</li> </ul> </li> <li>● Common/Summative assessments? Other ways to demonstrate proficiency?</li> </ul>
	<p>Assessment</p>	<p>Plan for assessment of skills through Iready and Fountas and Pinnell at each school.</p> <p>Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.</p> <p>Assessment- train teachers on providing feedback and next steps with the goal being bi-weekly standard driven, project based learning with teachers facilitating through feedback.</p>	<p><b>Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.</b></p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> <li>● Increase use of formative assessments to gauge student learning and participation</li> <li>● Teachers may use tools such as Google Forms, Quizlet, Kahoot</li> </ul> <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> <li>● Move toward project-based assessments</li> </ul>

			<ul style="list-style-type: none"> <li>• 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)</li> <li>• Tests aligned with state and national tests may be given over Chromebook using Google security features (should be administered during synchronous learning time)</li> <li>• MCAS Assessment using 1:1 computers</li> </ul> <p><u>Diagnostic Assessment</u></p> <ul style="list-style-type: none"> <li>• iReady using 1:1 computers</li> </ul>
	Professional Development	<p>Offer timely professional development on new digital curriculum platforms.</p> <p>DESE: Health and Safety Training</p>	<p><b>Survey staff to support professional growth</b></p> <p><u>PD for Students and Teachers:</u></p> <ul style="list-style-type: none"> <li>• Teach digital literacy protocols and internet etiquette</li> <li>• Directions to get on/navigate the platform in multiple languages for students and parents</li> <li>• Have technology help sessions for parents?</li> <li>• Navigating the online learning environment, including facilitation of discussions and collaborative work</li> <li>• Time management and organization skills training for students</li> <li>• Need more tech integration specialists at the high school</li> </ul> <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"> <li>• Google classroom/ GAFE suite</li> <li>• Zoom or Google meets for synchronous learning</li> <li>• Flipped classroom model</li> <li>• Trauma informed educational practices</li> </ul> <p>Prior to school, the following trainings will need to occur:</p> <ul style="list-style-type: none"> <li>• Social distancing guidelines</li> <li>• Screening requirements</li> <li>• Reporting requirements</li> <li>• Classroom guidelines</li> <li>• Meal distribution/clean-up</li> </ul> <p>Social Emotional Support <u>optional</u> after school office hours for teachers</p>
<b>Operations &amp; Safety</b>	Meals, Recess, & Assemblies	<p>Meals/Cafeteria - Students eat in the classroom or outdoors when possible. Lines follow distancing guidelines.</p> <p>Recess - Outdoor weather permitting - otherwise in classroom (maintaining distance). Staggered recess, consider one class at a time depending on space available</p> <p>DESE: Face Mask Breaks (outdoors or windows open with at least 6 feet distance)</p>	<p><u>Meals/Cafeteria</u></p> <p>Lines follow distancing guidelines.</p> <ul style="list-style-type: none"> <li>• Grab and Go Meals-eat in the classroom or advisory <ul style="list-style-type: none"> <li>○ who will monitor students during lunch</li> <li>○ who deliver the food (lunch staff)</li> </ul> </li> <li>• Multiple breakfast stations, students eat in first period classroom, possibly emptying trash afterwards</li> </ul>

		<p>No Assemblies or Large Group Gatherings</p>	<ul style="list-style-type: none"> <li>● Staggered schedule by period or advisory</li> <li>● Meals delivered to classes-this may require additional cafeteria staff</li> <li>● Empty trash after each lunch, cleaning supplies</li> <li>● Would need larger trash barrels in rooms</li> <li>● Duty schedule--per Unit A contract teachers need 25 minute duty free lunch</li> <li>● Team would need to consult with LHS Master Scheduler</li> </ul> <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>Bus Safety</p>		<p>Bus - Every other seat/one person to a seat unless a family member living in the same household/seating chart for the bus</p> <p>Bus drivers and students must wear masks on the bus as per DESE guidelines (no age designation)</p> <p>Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. Open windows when possible.</p> <p>Question: Need for bus monitors to insure students stay distanced?</p> <p>Cleaning and disinfecting frequently touched surfaces on the bus at least daily. Airing out buses when not in use.</p>	<p>LRTA/Pride Star</p> <ul style="list-style-type: none"> <li>● Bus driver and students must wear masks</li> <li>● One student per seat</li> <li>● Additional buses to maintain one student per seat</li> <li>● Additional busses needed for afterschool sports</li> <li>● Cleaning and disinfecting frequently touched surfaces on the bus at least daily. Airing out buses when not in use.</li> <li>● Consult with LRTA and other transportation organizations with transportation guidelines</li> <li>● Need more Special Education vans/busses</li> </ul>
<p>Health Screening &amp; Protocols</p>		<p>Families are asked to monitor symptoms at home (will be sent home in native language) and to provide face coverings which can be washed daily.</p> <p>Sanitizer provided throughout the day (beginning of the day, bathroom breaks, before/after lunch, removing/putting on one's mask, dismissal)</p> <p>Schools will need to develop isolation and discharge protocols for students who may become ill during school day</p> <p>Protocol developed for a student testing positive for COVID</p> <p>Protocol developed for students if a family member tests positive for COVID- how frequently will the student be tested?</p>	<ul style="list-style-type: none"> <li>● Enrollment and medical clearance</li> <li>● Nurses designated to a House Office, stationed near House Office to minimize movement of students</li> <li>● Per DESE Guidelines "not recommended to temperature check students at entry" see page 3</li> <li>● Schools will need to develop isolation and discharge protocols for students who may become ill during school day</li> <li>● 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.</li> </ul> <p>Establish protocol for a COVID-19 outbreak</p> <ul style="list-style-type: none"> <li>● Additional space to quarantine</li> <li>● Communicating to parents and the community</li> <li>● Contact tracing?</li> </ul>

	<p>PPE Requirements for Students and Staff</p>	<p>Install plexiglass barriers in the main office/central office for visitors</p> <p>Masks worn and provided by families. Masks available for students if they do not have them or if not adequate/clean. Face coverings are mandatory for Grade 2 and above and are highly recommended for those younger than Grade 2. Face shields may be used for students who are unable to wear masks due to medical, behavioral, or sensory issues. Transparent masks are recommended for those who needed it instructionally, such as engaging with people with hearing issues, teaching phonics, etc.</p> <p>Allow staff to wear other appropriate PPE as desired (i.e. gloves for students who require hand holding/hand-over-hand assistance and face shields for students who may spit)</p>	<ul style="list-style-type: none"> <li>● Require masks/face shields for ALL students/staff who are not medically exempt <ul style="list-style-type: none"> <li>○ Disciplinary response for those who don't comply</li> </ul> </li> <li>● How to handle students who wear masks with inappropriate images on them</li> <li>● 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</li> <li>● Allow staff to wear other appropriate PPE as desired</li> <li>● Additional PPE for nurses, staff in close contact with student</li> </ul>
	<p>Social Distancing Requirements</p>	<p>In the classroom, students sit in rows as far apart as possible (Teachers may have to eliminate shared tables and rugs for the time being or have clearly identified spaces to sit on the floor (tape markers, hula hoops, carpet squares) A minimum physical distance of 3 feet has been established by DESE guidance and 6 feet by medical guidance. Desks must be spaced six feet apart (but no fewer than three feet apart) and facing the same direction. Would we be allowed perimeter seating?</p> <p><b>Each school must determine the maximum number in a classroom based on square footage of each classroom. Alternative spaces in the school (such as the library, cafeteria, etc.) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.</b></p> <p>Students have their own "school supplies" (no sharing) Anything shared (centers, etc.) should be minimized or thoroughly cleaned between student use.</p> <p>Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)</p> <p>Floor and other markings to indicate where students should line up to maintain proper distance in classrooms, hallways, shared spaces, and outside on recess yards and playgrounds</p> <p>Signage throughout the building to remind students and staff about hand washing, social distancing, hand sanitizing, covering coughs/sneezes</p> <p>All students must remain 3 feet (if wearing masks) to 6 feet (without masks) apart at all times</p>	<p>All students and staff wearing masks must maintain a social distance of 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"> <li>● Consider one way lanes if possible in hallways and tunnels</li> <li>● Security will need to monitor one way lanes</li> </ul> <p>Bathroom Monitoring System</p> <ul style="list-style-type: none"> <li>● Adults responsible for monitoring</li> <li>● Limit number of students in bathroom</li> <li>● Ensure adequate supply of soap and paper towels at all times</li> <li>● Regular cleaning of bathrooms</li> <li>● Posters for washing hands for 20 seconds in multiple translations and images</li> </ul> <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"> <li>● in hallways (on walls and on floors arrows)</li> <li>● in bathrooms</li> <li>● in classrooms</li> <li>● the tunnels</li> <li>● house offices</li> <li>● nurse offices</li> <li>● social offices</li> <li>● conference rooms</li> <li>● any other location students would have access to</li> </ul>

		<p>Ropes with designated knots to help visualize 3-6 feet apart during hallway transitions (only special populations may touch the rope when assigned specific spots in line)</p> <p>Bathroom pass: one student allowed at a time, cleaning in between each student</p> <p>In cases when distance is not possible, such as diaper changing, nursing care, etc., nurses and staff must take precautions, including eye protection (face shield or goggles), masks, gloves, disposable gowns, or a washable outer layer of clothing.</p>	
	<p>Arrival, Dismissal, &amp; Transitions</p>	<p>Staggered drop off and pick up, parents must wear masks</p> <p>Allow staff to wear other appropriate PPE as desired</p> <p>Walkers dismissed maintaining social distance</p> <p>All staff/students/parents enter through the same door</p> <p>Handwashing or Sanitizer upon entering the school and at dismissal</p>	<p>Students coming into school before the start of period 1 need a place to go.</p> <ul style="list-style-type: none"> <li>● Arrival is pretty staggered already <ul style="list-style-type: none"> <li>○ LEAP and CSA students arrive at 7:15</li> </ul> </li> <li>● Staggered dismissal, anything random such as by <ul style="list-style-type: none"> <li>○ Last name</li> <li>○ House</li> <li>○ Floor</li> <li>○ Building</li> </ul> </li> <li>● Students must exit through the nearest door</li> <li>● The garage stairs - should really be one way to maintain social distancing</li> <li>● Walkers dismissed 2 minutes later maintaining social distance</li> </ul>
	<p><b>Discipline, Safety and Evacuation Procedures</b></p>	<p>Students/Staff will maintain current safety plan/evacuation procedures while following best practices regarding social distancing</p> <p>In emergency situations, the safety and security of students and staff take priority over social distancing. Once in a safe and secure location whether outside or at a rally point, we will attempt to use best practices related to social distancing. Also, reunification points will use more space to meet social distancing requirements. We will assess rally points and reunification points to ensure that more space is available.</p> <p>Fire/Evacuation Drills practiced class by class versus whole school</p>	<p><u>Student Photograph/ ID distribution:</u></p> <ul style="list-style-type: none"> <li>● Use prior photo from Aspen for student ID</li> <li>● New enrollees will have picture taken at high school</li> <li>● IDs distributed through advisory</li> </ul> <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"> <li>● Rethink current Detention system; currently issues before or after school in each House Office; maintain 6ft apart; consult with LHS Leadership Team</li> <li>● Determine consistent disciplinary action for students and staff non-compliant with wearing a mask (consult with union executive boards re: grievance procedures for staff)</li> <li>● Students/Staff will maintain current safety plan/evacuation procedures while following best practices regarding social distancing</li> <li>● Fire/Evacuation Drills practiced <ul style="list-style-type: none"> <li>○ Consult with Crisis Team/Director of Operations</li> </ul> </li> <li>● Masks and ID badges must be worn by all staff and students</li> <li>● Security protocol-entry and exit and in between classes where students need access to the building</li> </ul>

<p>Infrastructure Demands</p>	<p><u>Allied Arts:</u>  Arts: individual student materials  P.E. Class - consider Allied arts schedule the same for extended period of time with the same group, switch after a few wks (cycled schedule)  Music: individual student materials  Technology class: sanitize hands before/after leaving class  *cleaning schedule after each class leaves the Allied arts area</p> <p>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</p> <p>Install portable room or window AC units in classrooms without AC if masks are required if allowed by the City of Lowell DPW</p> <p>Provide cleaner for desks and chairs (cleaned at specific intervals/when changing classes)</p> <p>Bathrooms/water bubblers cleaned at certain intervals throughout the day/limit on number of students allowed into the bathroom at one time. Post signage about washing hands correctly - OR - Close drinking fountains that require contact for use. Motion activated or touchless drinking fountains are acceptable for use only when filling cups, water bottles, or other receptacles. Make water available to students if bubblers cannot be used..</p> <p>“Sick students” - separate area for students to be sent to the nurse if suspected of COVID  Students travel with the same group of students throughout the day including AA</p> <p>Teachers break rooms cleaned at specific intervals throughout the day.</p> <p>High touch areas cleaned throughout the day.</p> <p>Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)</p> <p>Explore possibility google/zoom meeting to teach core academic areas to other groups of students</p> <p>Install plexiglass barriers in the main office/central office for visitors</p> <p>Ensure that there are adequate provisions for the storage of child and staff belongings so that they do not touch.</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Provide cleaner for desks and chairs (cleaned at specific intervals/when changing classes)</li> <li>● Bathrooms cleaned at certain intervals throughout the day/limit the number of students allowed into the bathroom at one time.</li> <li>● Locker Rooms cleaned at certain intervals throughout the day/limit the number of students allowed into the locker rooms at one time.</li> <li>● Post signage about washing hands correctly; in multiple languages</li> <li>● 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"> <li>○ Motion activated or touchless drinking fountains are acceptable for use only when filling cups, water bottles, or other receptacles.</li> </ul> </li> <li>● “Sick students” - separate area for students to be sent to the nurse if suspected of COVID</li> <li>● Teachers break rooms cleaned at specific intervals throughout the day.</li> <li>● High touch areas cleaned throughout the day.</li> <li>● Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)</li> <li>● Floor and other markings to indicate where students should line up to maintain proper distance in classrooms, hallways, shared spaces, and outside</li> <li>● Doors have foot pads installed on both sides of the door to open and close them without touching them.</li> <li>● All elevators are operational to assist in social distancing, no more than one person per elevator (2 if assistance is required).</li> <li>● Inner rooms in the 1980 building would need fans and/or air filters in order to be used</li> </ul>
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		Outdoor classrooms in use to extent possible	
<b>Human Resources</b>	Required Staffing Needs	<p>Remote teachers for opt-out students</p> <p>Building-Based Substitutes</p> <p>PD for tech-based teaching tools (Google Classroom, SeeSaw, Screencastify, LMS)</p> <p>Assist tutors and paraprofessionals with BA or higher degrees with obtaining emergency educator licensure to be able to step into short and long term needs due to illness and quarantine-required absences</p>	<ul style="list-style-type: none"> <li>● Building-Based Substitutes-adequate supply of substitutes as there has been a chronic undersupply of subs.</li> <li>● Long-Term Substitutes</li> <li>● Professional Development for tech-based teaching tools</li> <li>● Assist tutors and paraprofessionals with BA or higher degrees with obtaining emergency educator licensure to be able to step into short and long term needs due to illness and quarantine-required absences</li> </ul>
	Job Description Impacts	<p>Staff will assist with wiping down/sanitizing general work area/classroom/office</p> <p>Paraprofessionals can supervise classes where virtual instruction is taking place</p> <p>Request staff restrict summer out of state travel/quarantine for 14 days prior to the reopening of school.</p> <p>Request that staff do not travel to areas with high-infection rates during school vacations</p>	<ul style="list-style-type: none"> <li>● Staff will assist with wiping down/sanitizing general work area/classroom/office</li> <li>● Paraprofessionals can supervise classes where virtual instruction is taking place</li> <li>● 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</li> <li>● Request staff restrict summer out of state travel/quarantine for 14 days prior to the reopening of school</li> <li>● Request that staff do not travel to areas with high-infection rates during school vacations</li> <li>● Need to negotiate lunch time for staff if required to supervise students eating lunches in classroom</li> <li>● Consistency of outreach requirements among all staff</li> <li>● Consistency of recording outreach to students -- use of Aspen Journal may need to be negotiated</li> </ul>
	Accommodations for high-risk staff	<p>Allow documented high-risk staff to bid for remote learning positions</p> <p>Early retirement incentive</p> <p>Leave of Absence Option for 2020-2021</p>	<p><b>Survey staff</b> to determine the following: (consult with union executive boards)</p> <ul style="list-style-type: none"> <li>● Allow documented high risk staff to petition for remote learning positions</li> <li>● Multi generational family living together with elderly family members with school age students.</li> <li>● Leave of Absence Option for the 2020-21 SY</li> <li>● Impact on child care for our staff</li> </ul>
	Substitute Impacts	<p>Building-Based Substitutes</p> <p>Long-term substitute pool needed (BA+)</p> <p>*See contractual impacts</p>	<ul style="list-style-type: none"> <li>● Building-Based Substitutes</li> <li>● Long-term substitute pool needed (BA+) <ul style="list-style-type: none"> <li>○ Fill gaps with internships/students in Master level course-work.</li> </ul> </li> <li>● Long-Term Substitutes for teachers on leave</li> <li>● Need a larger pool of substitutes; financial implications</li> </ul>

<p><b>Financial Implications</b></p>	<p>Materials Costs</p>	<p>Hand sanitizer dispensers for every classroom, building entrances and exits, and workspace in building</p> <p>Mats on floors underneath sanitizer pumps to prevent wax damage/slip and falls</p> <p>100 masks per 100 students per week</p> <p>Specialized PPE for staff and nurse, such as face shields, gowns, etc.</p> <p>Costs for signage</p> <p>UV lights for disinfecting</p> <p>HVAC upgrades</p> <p>Portable sinks for classrooms with none</p>	<ul style="list-style-type: none"> <li>● Hand sanitizer dispensers in every classroom, in hallways, and workspaces throughout the building <ul style="list-style-type: none"> <li>○ 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?</li> </ul> </li> <li>● 100 masks per 100 students per week - will likely need many more than this</li> <li>● 1 mask per day per teacher - teachers should provide their own</li> <li>● Costs of signage inside/outside of the building (social distancing, washing hands, wearing masks, etc.)</li> <li>● UV lights for disinfecting</li> <li>● Clear masks for staff so students/parents can read lips</li> <li>● Plexiglass for House Office staff, 1:1 service providers, Main Desk in Lobby</li> <li>● Portable sinks for classrooms with none</li> <li>● Soap</li> <li>● Face Shields</li> <li>● Gloves</li> <li>● Fans for moving air for internal rooms or rooms without windows, e.g. 600's</li> <li>● Doors have foot pads installed on both sides of the door to open and close them without touching them.</li> <li>● More available writing implements</li> <li>● Gowns for staff who may come into contact with body fluids</li> <li>● Teachers could bring in a "go" bag with a complete change of clothes and anything else they require if they need to change</li> <li>● Purchase non-forehead thermometer tool for temperature checks (nurses)</li> <li>● Increased custodial support for cleaning/maintaining cleanliness during the day.</li> <li>● Increased security to ensure students are maintaining social distancing, following protocols, etc.</li> <li>● Costs for signage, hallway directional markings, barriers to limit access to certain spaces</li> <li>● Basic Materials for students: pencils, paper, calculators- notebooks, posters, etc</li> <li>● 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.)</li> <li>● Classes that rely on large numbers (band, show choir, etc.) need many additional staff to reduce class sizes to 10 and maintain these programs</li> <li>● School store- full PPE for all students</li> <li>● Implement a cashless system- consult with Jeanne D' Arc Credit Union, School Store, Online Payments</li> <li>● Food Service <ul style="list-style-type: none"> <li>○ food carts will need to be purchased to assist staff with the delivery of food for 3000+ students to individual classrooms.</li> <li>○ Additional staff to organize this for success</li> </ul> </li> <li>● Food packaging</li> </ul>
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			<ul style="list-style-type: none"> <li>○ All food will need to be delivered in sealed packages. Then, all of these packages will need to be properly disposed of.</li> <li>○ Additional costs for packaging, custodial staff, huge environmental impact - wasted plastic, trash bins/bags</li> <li>● Develop a Quarantine room staffed with nurses</li> <li>● Digital textbooks</li> <li>● tudents will still need to be 1:1 with laptop to make instruction possible</li> <li>● Special needs students- busing - given mandates and health of students- this may mean individual transportation.</li> <li>● 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?</li> <li>● Provide Water <ul style="list-style-type: none"> <li>○ Fountains will be shut down - do we have a responsibility to provide bottled water throughout the day that all students can access?</li> </ul> </li> <li>● Liability implications (staff who don't follow protocols, students who don't follow protocols)</li> <li>● Students who do not return, will need a digital classroom, remote learning plan <ul style="list-style-type: none"> <li>○ Identify staff to monitor remote learning classes</li> <li>○ Increased number of teachers required</li> </ul> </li> <li>● 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</li> <li>● Additional work spaces will need to be provided and extra classrooms will need to be built/added</li> <li>● 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</li> <li>● 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.</li> <li>● Overtime pay for security and custodial</li> <li>● PPE will need to be cleaned from inside the building, in the parking garage, outside school building, etc. <ul style="list-style-type: none"> <li>○ Cleaning would need to occur throughout the day</li> </ul> </li> </ul>
Staffing Costs		<p>LTS for staff needing to quarantine or who choose to take a LOA</p> <p>Additional staffing considerations should ratios be lower than current 25/1 elementary or 30/1 middle school</p>	<ul style="list-style-type: none"> <li>● Additional General Education, Special Education Teachers and Paraprofessionals</li> <li>● Additional custodial staff for cleaning regularly throughout the day</li> <li>● Additional Nursing staff for each House Office and/or special populations</li> <li>● Additional staff to support the increased social/emotional needs of students</li> <li>● More security needed to monitor hallways and bathrooms</li> <li>● 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)</li> <li>● Additional cafeteria staff to supply Grab and Go meals and deliver to classrooms</li> <li>● LTS for staff needing to quarantine or who choose to take a LOA</li> <li>● LTS for staff unable to return</li> </ul>

			<ul style="list-style-type: none"> <li>Additional staffing with a minimum ration of 10/1 students/staff. (We currently have approximately 30/1)</li> <li>Staffing providing online instructions for students who “opt-out”.</li> </ul>
	Contractual Impacts	<p>*See above under Human Resources</p> <p>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</p> <p>Adjust expectations for maintaining a uniform platform for parent and student communication regarding curriculum, assignments, etc.</p> <p>Revise educator evaluation criteria to account for pedagogical shifts due to social distancing</p>	<ul style="list-style-type: none"> <li>Establish and maintain communication with all union executive board</li> <li>Representatives join Task Force for Phase 2 planning</li> <li>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 implications?</li> <li>Liability concerns (assumed and realistic) around implementing</li> <li>Staff- will they be expected to maintain virtual education and live classrooms? Is that a contract violation? Or need to increase staff?</li> </ul>
<b>Addressing the Needs of Students</b>  * **Plan developed following guidelines provided by the Department of Early Education and Care: <a href="#">MASS Reopen Guidelines</a>  *Additional guidelines for early childhood and substantially separate	Mainstream Special Education	<p>Concentrate students with services in designated classes to limit the number of classes with which service providers interact</p> <p>Continued planning in Phase 2</p>	<ul style="list-style-type: none"> <li>Consult IEP services and accommodations</li> <li>No more than 50% special education in a class when grouping</li> <li>Access to trusted staff member or social worker via remind.com or google meet/zoom</li> </ul>
	Sub-Separate Special Education	<p>Training parents in strategies used in school</p> <p>Providing videos and social stories to prepare for return</p> <p>Integrate technology appropriately (Seesaw, Class Dojo, Google Classroom, LMS)</p> <p>Allow wearing of face shields/alternative PPE</p> <p>Provide visuals for sanitation and hygiene throughout the building</p> <p>Continued planning in Phase 2</p>	<p>Additional staff required due to size of classroom restrictions by law</p> <ul style="list-style-type: none"> <li>Fundamentals 1:8 ratio will require 2:9 ratio <ul style="list-style-type: none"> <li>Two fundamental students with one on one</li> <li>One on escort for transitions</li> </ul> </li> <li>Adjustment 2:8 ratio (teacher and para required)</li> <li>Life skills 2:8 ratio (teacher and para required)</li> </ul> <p>Opt out option or another accommodation</p> <ul style="list-style-type: none"> <li>Dependent on health concerns</li> <li>Non compliance issues surrounding face masks and other social distancing rules based on disability</li> <li>Sensory issues based on disability (face masks)</li> </ul>
	ESL	<p>All communication provided in home language</p> <p>Group students together in cluster so ESL teacher/para/tutor can remain in class</p>	<ul style="list-style-type: none"> <li>All communication provided in home language</li> <li>Signage in high-incidence languages with pictures</li> <li>Continued planning in Phase 2</li> </ul>

LEAP, CSA and Adie school students		Signage in high-incidence languages with pictures	
	Opt-Out Procedures	Optional Remote Learning Program with centralized instructors and administrator  Open & consistent communication with families, including initial and ongoing information sessions	<u>Assess need:</u> <ul style="list-style-type: none"> <li>● Remote Learning Opportunities (Apex)</li> <li>● Remote Learning teachers by subject/grade level</li> </ul> <u>Students who refuse to wear masks:</u> <ul style="list-style-type: none"> <li>● Remote Learning Opportunities (Apex)</li> <li>● Remote Learning teachers by subject/grade level</li> </ul>
	Early Childhood	Reach out to daycare providers as they reopen to see what strategies are working for them  Carpet squares to help with distancing  Table dividers/partitions as needed to promote distancing  Provide iPads/touchscreen tablets for PreK students  Continued planning in Phase 2	N/A
	Limited Income	Providing individual school supplies Provide PPE Continue to provide weekend food bags/ Partner with End 68 Hours of Hunger	<ul style="list-style-type: none"> <li>● Providing individual school supplies</li> <li>● Provide PPE</li> <li>● Continue to provide weekend food bags/ Partner with End 68 Hours of Hunger</li> </ul>
	Limited Technology and/or Internet in the Home	Assist families with completing Comcast Essentials Applications  Establish support fund/partnership with Comcast 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  Tutorials for students/parents on phone or videos or through Google Meet/Zoom  Continued planning in Phase 2	<ul style="list-style-type: none"> <li>● Assist families with completing Comcast Essentials Applications</li> <li>● Establish support fund/partnership with Comcast to help families get started with Comcast Essentials (see New Bedford Public Schools)</li> <li>● Videos on what to expect for parents/students to view before returning</li> <li>● ALL students will require a device</li> <li>● Tutorials for students/parents on phone or videos or through Google Meet/Zoom</li> </ul>
	Social Emotional Needs	Videos on what to expect for parents/students to view before returning  Hand gesture greetings to replace hugs, high fives, and hand shakes  Telehealth counseling for students who typically see outside counselors in school	<ul style="list-style-type: none"> <li>● Teacher PD and time to discuss students who may be in need of additional social/emotional support</li> <li>● Support for teachers and staff (EAP, Staff Support Groups)</li> <li>● Develop and implement a plan for addressing Social/ Emotional supports based on grade level.</li> </ul>

		<p>Implementing social/emotional curriculum daily</p> <p>Enhanced routine-setting for newly-developed hygiene and distancing procedures</p> <p>SEL curricular activities for first 2 weeks of school over academics to build relationships and ease into school year</p> <p>Movement (recess, gym, brain breaks)- more throughout the day, staggered schedule for classes to go to recess</p> <p>Continued planning in Phase 2</p>	<ul style="list-style-type: none"> <li>● Develop and implement a plan to link students to guidance, social work, etc. effectively if they are not in school</li> <li>● Human connection/ability to check in with staff</li> <li>● Utilize advisory time for virtual club meetings, student support groups, enrichment</li> <li>● Teletherapy through HIPAA compliant platform</li> <li>● 51A reporting</li> <li>● All staff should be recording concerns about students in Aspen Journal <ul style="list-style-type: none"> <li>○ Provide refresher to staff on how to use Journal</li> </ul> </li> <li>● Provide training to staff on best practices in reporting (FERPA/ HIPPA concerns)</li> <li>● On- site Teen Health Clinic</li> <li>● Social Workers</li> <li>● Group meetings via Zoom or Google Meet to offer support or just to communicate</li> </ul> <p><u>Social/Emotional Learning</u></p> <ul style="list-style-type: none"> <li>● Issues with doing classes “alone”; classes in students’ “safe space”</li> <li>● Remind students of health and safety rules</li> <li>● Check in on mental well-being</li> </ul>
	Basic Needs	<p>Catie’s Closet</p> <p>Access to hand sanitizer and opportunities to wash hands frequently. Teachers and staff instructing how to sanitize and wash hands properly</p>	<ul style="list-style-type: none"> <li>● Catie’s Closet -- clothes and personal supplies</li> <li>● Access to in school food pantry</li> <li>● Reach out to create community connections such as the Chamber of Commerce or other business to support the needs of students as needed</li> <li>● Open and consistent communication with families and community</li> </ul>
	Accommodations for high-risk (medical) students	<p>Access to nurse</p> <p>Access to handicap bathrooms</p> <p>Allow for early transitions for arrival/dismissal, lunch, etc.</p> <p>Develop health plans for immune compromised students which may include physician-advised accommodations, larger social distancing, increased PPE use, etc.</p>	<ul style="list-style-type: none"> <li>● Identify vulnerable student populations and develop targeted interventions/supports.</li> <li>● Develop a plan for immune compromised students</li> <li>● Access to nurse in a designated area by house</li> <li>● Access to handicap bathrooms</li> <li>● Allow eClassrooms, materials, desks will need to be thoroughly cleaned periodically</li> <li>● arly transitions for arrival/dismissal and lunch</li> <li>● Elevator use</li> </ul>
<b>Community Impacts</b>	Child Care Implications for Staff	<p>Staff with children who live in a school district where remote or blended learning takes place will have access to “Essential” child care options</p>	<ul style="list-style-type: none"> <li>● Staff with children who live in a school district where remote or blended learning takes place will have access to “Essential” child care options</li> </ul>
	Child Care Implications for Families	<p>Offer buses to before/after School CTI/YMCA/B &amp; G Club programs- must spread out drop offs</p>	N/A

	Traffic	Additional buses to accommodate distancing needs  Route efficiencies to reduce amount of time on bus	<ul style="list-style-type: none"> <li>● May need to accommodate more buses; consult with LRTA/Pride Start, other transportation service providers</li> <li>● 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.</li> </ul>
	Volunteers /Guest Speakers/ Field Trips	No visitors/volunteers/field trips	<p>Per DESE/Commonwealth recommendations</p> <ul style="list-style-type: none"> <li>● No Field Trips</li> <li>● No Assemblies or Large Group Gatherings</li> <li>● Virtual guest speakers, must be vetted and presentations must be delivered via secure link</li> </ul>
	Outside Agencies in Schools (DCF, Counselors, etc.)	Telehealth sessions highly recommended	<ul style="list-style-type: none"> <li>● Telehealth sessions highly recommended</li> <li>● Minimize outside agencies accessing school facilities</li> </ul>
	Use of Facilities Permits	No Use of Facilities Permits outside of contracted child care/programming agencies	No Use of Facilities Permits
<b>Extra Curriculars</b>	Sports	<p>SPORTS - Follow protocols for physical education classes. In general, limit activities to within each individual school and limit activity to non-contact sports</p> <p>Offer school-based “club” version of intramural sports for middle school following same protocols for PE (i.e. Cross Country Club)</p> <p>Follow protocols for physical education classes. In general, limit activities to within each individual school and limit activity to non-contact sports. Operate cross country like a running club, with different grades running on different days (i.e. 5th grade on Mondays, 6th grade on Tuesdays, etc.) If the conditions permit, hold a middle school cross country invitational at the end of the season in the fall. Determine status of winter and spring sports in the fall.</p>	<p>Per MIAA guidelines - waiting on official word from the state about the fall season.</p> <ul style="list-style-type: none"> <li>● Consult with <b>Athletic Director, Dave Lezenski</b> and <b>Athletic Assistant, Patti Crabtree</b> regarding transportation and scheduling concerns.</li> <li>● Guidelines will determine if all sports will happen- potentially only non-contact sports take place.</li> <li>● Transportation will be a concern (1 per seat/skipping rows). For some teams buses will need to be tripled.</li> <li>● Parents could be allowed to drive students to/from practices and events.</li> <li>● Teams could 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.</li> <li>● Schedules will need to be coordinated with the MVC.</li> <li>● More frequent (daily) cleaning of equipment and locker room facilities. Students may not share lockers.</li> <li>● Additional seating will be required for the bench area to allow for social distancing at game. This could require additional purchases.</li> <li>● 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 student’s name/initials.</li> <li>● Spectators and seating at games will be determined based on state guidelines.</li> <li>● Concession stands should not be opened at events.</li> </ul>

			<ul style="list-style-type: none"> <li>● 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.</li> <li>● Masks should be worn by coaches and athletes when not engaged in strenuous physical activity.</li> <li>● Weight room usage and cleaning should follow state guidelines for public gyms.</li> <li>● Academic eligibility based on end of 2019-20 school year needs to be determined.</li> </ul>
	<p>Before and After School Programs</p>	<p>Offer 21st Century, ASOS, Turnaround, and other after school programming with the same sanitizing and distancing protocols used during the school day</p> <p>Outside program vendors (i.e. Tae Kwon Do, etc.) may be accessible for Zoom instruction only</p> <p>Prioritize academic recovery programs for vulnerable populations and students who did not engage in remote learning during the spring '20 school closure</p> <p>After school is dismissed, students need to go to an area of the school where they can safely socially distance until the activity/program starts.</p> <p>Temp check and sanitizer upon entering the designated waiting area for after school programs to start</p> <p>Distribute snacks at the location of the activity</p> <p>Students/staff should wear masks where applicable</p> <p>Any safety / social distance protocols that apply during the school day, apply for before and after school activities as well</p> <p>Clean area before each after school activity begins</p> <p>Before and after school programs only run by an in-school staff member (or with partner agencies with a contract to use our buildings). Identify one bathroom for the program to maintain sanitization standards.</p> <p>Upon conclusion of after school programs, dismissal procedures will follow the same protocols as for the end of the school day - staff/students/parents will enter/exit building through one door. Dismissal will be staggered. Bus transportation from after school programs will follow same guidelines as in the morning/afternoon.</p>	<ul style="list-style-type: none"> <li>● Prioritize academic recovery programs for vulnerable populations and students who did not engage in remote learning during the spring '20 school closure.</li> <li>● Tutoring (before/after school) maintain social distancing guidelines</li> <li>● Consult with <b>Lisa Colloca, National Honor Society Advisor</b> and department heads regarding tutors and tutoring.</li> <li>● Larger rooms (gym, library, cafe, auditorium, little theater) should only be used after school because they will need to be cleaned after use.</li> <li>● When weather permits, areas outside of the school are encouraged to be used.</li> <li>● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed.</li> <li>● May need to be done via Zoom or Google Meet.</li> <li>● School trips planned for 2020-2021 year <ul style="list-style-type: none"> <li>○ Need district and state guidance for out of state and international travel</li> <li>○ Deposits and refunds/ travel insurance</li> <li>○ Quarantine requirement</li> <li>○ Would policies and procedures be different with student illness</li> </ul> </li> </ul>

	<p>Clubs, School-Wide Events, &amp; Activities</p>	<p>MUSIC - music programs should only occur if a large space is available and students are able to spread out. Students playing string or percussion instruments can wear masks. Students playing wind instruments need to be at least 12 feet apart.</p> <p>CHORUS - choral programs should only occur if a large space is available and students are able to spread out. Students should be at least 12 feet apart.</p> <p>OTHER EVENTS - No use of facilities for evening social/recreation activities for school-sponsored, PTO and outside organizations (i.e. ice cream socials, dances).</p> <p>Open house (back to school night) and fall parent/teacher conferences are done virtually.</p> <p>Parent teacher conferences in the fall are virtual; reassess for conferences in the spring.</p>	<p>Clubs/Activities:</p> <ul style="list-style-type: none"> <li>● Consult with <b>Tom Thornton, Student Activities Coordinator</b> to create a schedule with advisors to ensure all students are engaged.</li> <li>● Larger rooms (gym, library, cafe, auditorium, little theater) should only be used after school because they will need to be cleaned after use.</li> <li>● When weather permits, areas outside of the school are encouraged to be used.</li> <li>● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed.</li> <li>● More than 20 students would need to be on Zoom, Google Meet or other virtual platform.</li> </ul> <p>Music/Band: Consult with <b>Jessica Daviso, Fine Arts Chair</b> on specific needs for each program.</p> <ul style="list-style-type: none"> <li>● Band room would need to be divided with Plexiglass to ensure health/safety guidelines; ensure social distancing 6ft apart.</li> <li>● Chorus/Show Choir - students have to be more than 6 feet apart when they are singing.</li> <li>● Instruments can not be shared; must be fully disinfected between use.</li> <li>● Auditorium and stage can be divided to allow for more usage of the room under social distancing guidelines.</li> <li>● When weather permits, areas outside of the school are encouraged to be used.</li> <li>● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed.</li> <li>● More than 20 students may need to be on Zoom, Google Meet or other virtual platform.</li> </ul> <p>ROTC:</p> <ul style="list-style-type: none"> <li>● Need to maintain social distance for practice ( ROTC marching, etc.)</li> <li>● More room needed in given ; more rooms needed</li> <li>● When weather permits, areas outside of the school are</li> <li>● Encouraged to be used.</li> </ul>
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