

		Full In-Person	Hybrid	Full Remote
<p>Teaching & Learning</p>	<p>Curriculum</p>	<p><u>Start of School Year</u></p> <ul style="list-style-type: none"> Review/Reteaching skills and standards that were covered during remote instruction in the previous grade level Individual CPT time to discuss the curriculum and review student data <ul style="list-style-type: none"> CPT teams determine core assignments necessary to demonstrate proficiency for all students including those on 504s, IEPs, and ELLs, with differentiated assignments, as applicable. Testing with iReady for Math and ELA Complete digital literacy assignments <p><u>Student Materials</u></p> <ul style="list-style-type: none"> Chromebook -- district issued device must be used for all learning Each department determines a list of consumable supplies/materials for students. <ul style="list-style-type: none"> Students pick up individual materials and carry with them. (colored pencils, notebook, paper). Consider physical proximity between students during instruction (i.e., use caution with turn and talk, desks in rows, avoid physical touch between students) <p>Handouts/Worksheets/Projects/Tests</p> <ul style="list-style-type: none"> Move to paper free format, increase use of Google Classroom and 1:1 computers for all students Science labs would need to be conducted virtually to minimize student contact or completed individually <p><u>Impact on Master Schedule</u></p> <ul style="list-style-type: none"> Recommendation to start the school day with Advisory <ul style="list-style-type: none"> Check in with students/build relationships Remind students of health/safety rules, deliver important messages and announcements 	<p><u>Start of School Year</u></p> <ul style="list-style-type: none"> Review/reteaching of skills and standards that were covered during remote instruction in the previous grade level Individual CPT time to discuss the curriculum and review student data <ul style="list-style-type: none"> CPT teams determine core assignments necessary to demonstrate proficiency for all students including those on 504s, IEPs, and ELLs, with differentiated assignments, as applicable. Plan remote learning assignments that require critical thinking rather than “Google-able” answers Testing with iReady for Math and ELA Complete digital literacy assignments <p><u>Student Materials</u></p> <ul style="list-style-type: none"> Chromebook -- district issued device must be used for all learning Provide individual student materials to eliminate sharing (pencils, paper, etc.); students will bring back and forth Each department determines a list of consumable supplies/materials for students. <ul style="list-style-type: none"> Students pick up individual materials and carry with them (colored pencils, notebook, paper). Consider physical proximity between students during instruction (i.e., use caution with turn and talk, desks in rows, avoid physical contact between students) <p><u>Impact on Master Schedule</u></p> <ul style="list-style-type: none"> Students can be enrolled in 7 courses, but students may elect to only enroll in the number needed to meet core promotion requirements Internships or work study may be allowed to fill out the schedule of a student enrolled in fewer than 7 courses Link to proposed schedule document 	<p><u>Start of School Year</u></p> <ul style="list-style-type: none"> Review/Reteaching skills and standards that were covered during remote instruction in the previous grade level Individual CPT time to discuss the curriculum and review student data <ul style="list-style-type: none"> CPT teams determine core assignments necessary to demonstrate proficiency for all students including those on 504s, IEPs, and ELLs, with differentiated assignments, as applicable. Plan remote learning assignments that require critical thinking rather than “Google-able” answers Testing with iReady for Math and ELA Complete digital literacy assignments <p><u>Student Materials</u></p> <ul style="list-style-type: none"> Chromebook -- district issued device must be used for all learning Each department determines a list of consumable supplies/materials for students. <ul style="list-style-type: none"> Students pick up individual materials at designated pickup sites <p><u>Impact on Master Schedule</u></p> <ul style="list-style-type: none"> Students can be enrolled in 7 courses, but students may elect to only enroll in the number needed to meet core promotion requirements Internships or work study may be allowed to fill out the schedule of a student enrolled in fewer than 7 courses Link to proposed schedule document <p><u>Delivery and Documentation</u></p> <p>Rely on PLCs to divide up work for subjects</p> <ul style="list-style-type: none"> Should be consistent across similar courses Rotating “office hours” within PLC for remote learning questions <ul style="list-style-type: none"> Consistent use of Google Classroom for lessons Consistent grading policy across school

	<ul style="list-style-type: none"> ○ Start the day with whole school mindfulness activity or meditation ● Model for Grades 10-12 by House Office ● Department chairs will need to identify the number of sections needed for each department to determine staffing needs ● Split Schedules (Schedule A, Schedule B) to minimize transition time; varied start times; maximize time on learning ● Core content courses only <ul style="list-style-type: none"> ○ reduce the number of in person electives or move electives to non credit after school programs <p>Increase “real world experiences” for upperclassmen on track to graduate</p> <ul style="list-style-type: none"> ● Internships - on-line internships and virtual presentations (zoom) ● 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 	<p><u>Delivery and Documentation</u></p> <ul style="list-style-type: none"> ● Rely on PLCs to divide up work for subjects <ul style="list-style-type: none"> ○ Should be consistent across similar courses ○ Rotating “office hours” within PLC for remote learning questions ● Consistent use of Google Classroom for lessons ● Consistent grading policy across school ● Teachers must input grades in Aspen in a timely manner (time on Wednesdays?) ● Teachers must use Aspen journal to document all student concerns and issues; student/parent outreach; etc. ● Shortened or virtual science labs as needed ● Utilize online courses/ resources as needed <ul style="list-style-type: none"> ○ APEX ○ Khan Academy ○ YouTube and other video sites -- need a way to ensure that videos staff want to use for educational purposes are not blocked on student login 	<ul style="list-style-type: none"> ● Teachers must input grades in Aspen in a timely manner (time on Wednesdays?) ● Teachers must use Aspen journal to document all student concerns and issues; student/parent outreach; etc. ● Shortened or virtual science labs as needed ● Utilize online courses/ resources as needed <ul style="list-style-type: none"> ○ APEX ○ Khan Academy ○ YouTube and other video sites -- need a way to ensure that videos staff want to use for educational purposes are not blocked on student login
Instructional Technology Platform	<p><u>Consistent technological platform grades 9-12</u></p> <ul style="list-style-type: none"> ● 1:1 Chromebooks; students should bring the device to and from school every day <ul style="list-style-type: none"> ○ Need some way to identify individual devices other than the number? ● Students must use district issued device and school account ● Need to ensure that online assessments cannot be copied or shared among students ● Teachers have cameras for students NOT in school, every teacher has a camera and projector, smartboard, use of Google Classroom and Aspen. ● Aspen for grading and journal 	<p><u>Consistent Technology Platforms Grades 9-12</u></p> <ul style="list-style-type: none"> ● Students: <ul style="list-style-type: none"> ○ 1:1 Chromebooks; students should bring the device to and from school every day <ul style="list-style-type: none"> ■ Need some way to identify individual devices other than the number? ○ Students must use district issued device and school account ○ Need to ensure that online assessments cannot be copied or shared among students ○ Some educational programs will not run on a Chromebook; Engineering, CAD ● Teachers: <ul style="list-style-type: none"> ○ Google Classroom for curriculum delivery ○ Google Meets or Zoom for remote access ○ Supply Chromebooks for teachers to see what students are experiencing ○ Aspen for grading and journaling ○ Reduce the number of platforms used in each subject area? <ul style="list-style-type: none"> ■ Some are mandated; Listenwise in EL, ELA, SS 	<p><u>Consistent Technology Platforms Grades 9-12</u></p> <ul style="list-style-type: none"> ● Students: <ul style="list-style-type: none"> ○ 1:1 Chromebooks; students should bring the device to and from school every day <ul style="list-style-type: none"> ■ Need some way to identify individual devices other than the number? ○ Students must use district issued device and school account ○ Need to ensure that online assessments cannot be copied or shared among students ○ Some educational programs will not run on a Chromebook; Engineering, CAD ● Teachers: <ul style="list-style-type: none"> ○ Google Classroom for curriculum delivery ○ Google Meets or Zoom for remote access ○ Supply Chromebooks for teachers to see what students are experiencing ○ Aspen for grading and journaling ○ Reduce the number of platforms used in each subject area? <ul style="list-style-type: none"> ■ Some are mandated; Listenwise in EL, ELA, SS

	<p>Allied Arts/Specialized Classrooms</p>	<p><u>In School Considerations</u> Make small group learning considerations</p> <ul style="list-style-type: none"> ● All desks a minimum of 3 feet apart according to DESE guidance and 6 feet apart according to medical guidance ● Individual student desks or 1 student per table <ul style="list-style-type: none"> ○ Eliminate student work centers ● PE classes: student/teacher ratio per state mandate <ul style="list-style-type: none"> ○ use Plexiglass or other material to safely separate classes in the gymnasium; increase outdoor use; thoroughly sanitize gymnasium in between classes ● Fine Arts classes: in person classes maintain the student/teacher ratio per state mandate <ul style="list-style-type: none"> ○ dance, chorus and band is recommended to have a virtual component ● Science Lab Space: recommended to be facilitated on a virtual platform; minimize partnering with lab work and sharing of materials ● Culinary classes: student/teacher ratio per state mandate; increase sanitizing and disinfecting of the kitchen; additional gloves, gowns, masks for students handling food; dining room will be closed ● Business/Graphic Design/Engineering: recommended to remain online platform; no sharing of computers/technology devices ● Computer labs have long fixed tables <ul style="list-style-type: none"> ○ Can use one side ○ If 1:1 can remove computers ○ For EDGE classrooms, how will teachers configure desks in the same direction? Can TVs be moved? ● Classroom partitions or dividers on desks ● Can inner rooms in 500s and 600s be used? 	<p><u>In School Considerations</u> Make small group learning considerations</p> <ul style="list-style-type: none"> ● All desks a minimum of 3 feet apart according to DESE guidance and 6 feet apart according to medical guidance ● Individual student desks or 1 student per table <ul style="list-style-type: none"> ○ Eliminate student work centers ● PE classes: ratio per state mandate <ul style="list-style-type: none"> ○ use Plexiglass or other material to safely separate classes in the gymnasium; increase outdoor use; thoroughly sanitize gymnasium in between classes ● Fine Arts classes: in person classes maintain the student/teacher ratio per state mandate <ul style="list-style-type: none"> ○ dance, chorus and band is recommended to have a virtual component ● Science Lab Space: recommended to be facilitated on a virtual platform; minimize partnering with lab work and sharing of materials ● Culinary classes: student/teacher ratio per state mandate; increase sanitizing and disinfecting of the kitchen; additional gloves, gowns, masks for students handling food; dining room will be closed ● Business/Graphic Design/Engineering: recommended to remain online platform; no sharing of computers/technology devices ● Computer labs have long fixed tables <ul style="list-style-type: none"> ○ Can use one side ○ If 1:1 can remove computers ○ For EDGE classrooms, how will teachers configure desks in the same direction? Can TVs be moved? ● Classroom partitions or dividers on desks ● Can inner rooms in 500s and 600s be used? <p><u>Remote Considerations</u></p> <ul style="list-style-type: none"> ● Fine Arts classes: Student materials requirements (art supplies, musical instruments), and course delivery method for online learning. Chorus and band have virtual component as described in full in-person return ● Science Labs: Virtual labs 	<p><u>Remote Considerations</u></p> <ul style="list-style-type: none"> ● Fine Arts classes: Student materials requirements (art supplies, musical instruments), and course delivery method for online learning. Chorus and band have virtual component as described in full in-person return ● Science Labs: Virtual labs ● Culinary classes: Consider internship options for upper level students; software purchase has already been made for some Culinary classes ● Business/Graphic Design/Engineering: Determine plan for access to special software needed for courses that cannot be loaded onto chromebook (including CADD, Adobe, Matlab, etc.)
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Attendance		<p><u>Recording Attendance</u></p> <ul style="list-style-type: none"> ● Maintain normal attendance policy, enter attendance in Aspen daily ● Absence Excused Medical (AEM) distinction for students absent due to required DPH quarantine/physician’s order ● Work with Attendance Office at Central and Parent Liaisons for additional outreach ● Students tardy to school will check in at main desk in lobby of LHS (gr. 10-12); gr. 9 check in at FA Office to minimize student movement; tardy report sent to each house office <p><u>Chronic Absenteeism</u></p> <ul style="list-style-type: none"> ● Teachers will reach out to students after 4 absences from a class and will record in Aspen Journal (One complaint from families this spring was they were getting multiple calls/emails per day about students not engaging/being absent.) ● Guidance counselors and social workers will work with students and families to create an attendance plan ● School-based attendance teams will track daily attendance and follow Lowell Public Schools district attendance intervention plan. <p>Remote Considerations</p> <p><u>Recording Attendance</u></p> <ul style="list-style-type: none"> ● Continually cross-reference with updated DESE guidance for attendance to ensure our system aligns with state required reporting and Mass state education laws (FTC/CRA’s) ● Record daily from synchronous learning sessions for each class in Aspen 	<p>In School Considerations</p> <p><u>Recording Attendance</u></p> <ul style="list-style-type: none"> ● Maintain normal attendance policy, enter attendance in Aspen daily ● Absence Excused Medical (AEM) distinction for students absent due to required DPH quarantine/physician’s order ● Work with Attendance Office at Central and Parent Liaisons for additional outreach ● Students tardy to school will check in at main desk in lobby of LHS (gr. 10-12); gr. 9 check in at FA Office to minimize student movement; tardy report sent to each house office <p><u>Chronic Absenteeism</u></p> <ul style="list-style-type: none"> ● Teachers will reach out to students after 4 absences from a class and will record in Aspen Journal (One complaint from families this spring was they were getting multiple calls/emails per day about students not engaging/being absent.) ● Guidance counselors and social workers will work with students and families to create an attendance plan ● School-based attendance teams will track daily attendance and follow Lowell Public Schools district attendance intervention plan. <p>Remote Considerations</p> <ul style="list-style-type: none"> ● <u>Recording Attendance</u> Continually cross-reference with updated DESE guidance for attendance to ensure our system aligns with state required reporting and Mass state education laws (FTC/CRA’s) ● Record daily from synchronous learning sessions for each class in Aspen ● Student must attend entire session to be marked present (exemptions for students based on IEP or 504 accommodations) 	<p><u>Recording Attendance</u></p> <ul style="list-style-type: none"> ● Record daily from synchronous learning sessions for each class in Aspen ● Student must attend entire session to be marked present (exemptions for students based on IEP or 504 accommodations) ● Excused absences must be documented, sent via email or text to House Office <p><u>Chronic Attendance Issues</u></p> <ul style="list-style-type: none"> ● 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 ● Guidance counselors and social workers will work with students and families to create an attendance plan ● School-based attendance teams will track daily attendance and/or “daily or weekly meaningful interactions”(per DESE guideline) and follow Lowell Public Schools district attendance intervention plan.

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Time on Learning	<p><u>Time on Learning</u></p> <ul style="list-style-type: none"> ● Adjust schedule to allow for staggered transition times between classes (cluster model) ● Utilize “In School” portion of hybrid learning schedule seen here ● Allow time to clean desks and other classroom resources 	<p><u>Time on Learning</u></p> <ul style="list-style-type: none"> ● Combination of learning modes <ul style="list-style-type: none"> ○ Split student body into Cohort A/Cohort B ○ Synchronous in school lessons following the normal school day schedule; 2 days per week (M/T or Th/F) ○ Asynchronous remote lessons following the remote learning schedule; 2 days per week (M/T or Th/F) ○ Wednesday <ul style="list-style-type: none"> ■ All out of building for cleaning ■ Teachers in for small group/individual support in the morning; teacher PD in the afternoon; student work completion time ● Learning Cafes Wednesday morning for extra help? ● Allow time to clean between classes during in-school instruction; may need to adjust the schedule <p>Please see the Hybrid Learning Schedule here</p> <p>Options:</p> <ul style="list-style-type: none"> ● Students need to maintain a normal school schedule ● Would everyone have to be on the same schedule? ● M,T/Th,F - Wed for cleaning, PD 	<p><u>Time on Learning</u></p> <ul style="list-style-type: none"> ● Combination of synchronous and asynchronous lessons. <ul style="list-style-type: none"> ○ Sessions per week - minimum 2 synchronous (real-time) class meetings per week, per class ○ Teachers must use their scheduled time for synchronous learning ○ Use “Remote” version of Hybrid Learning Schedule shown here ● Provide open spaces in schedule where students can meet with staff informally for academic and other support ● Ensure schedule has formally scheduled times for small group instruction, support group meetings, guidance meetings, etc. ● Designated check in team for at risk students (similar to cluster meeting at FA)

			<ul style="list-style-type: none"> Some students would need to be totally remote; reduces numbers in classrooms Can classes be zoomed or Google Meet? Recorded? Stick with 7 classes or reduce the number of classes per day to 6? Only graduation requirements? Coordinate schedules of remote classes with ES/MS 	
Materials Required	<ul style="list-style-type: none"> Basic instructional supplies and tools for each student to eliminate sharing Electronic textbooks (hard copy as required by IEP/ 504) Chromebooks Laptops or alternate means to access specialized software (such as CAD) Technology for support staff (paraprofessionals, tutors) Digital subscriptions to include <ul style="list-style-type: none"> SeeSaw app for special populations Apex courses Zoom licenses 	<ul style="list-style-type: none"> Basic instructional supplies and tools for each student to eliminate sharing Electronic textbooks (hard copy as required by IEP/ 504) Chromebooks Hotspots for students without internet access Laptops or alternate means to access specialized software for specialized software (such as CAD) Technology for support staff (paraprofessionals, tutors) Digital subscriptions to include <ul style="list-style-type: none"> SeeSaw app for special populations Apex courses Zoom licenses Wacom tablets Headphones 	<ul style="list-style-type: none"> Electronic textbooks (hard copy as required by IEP/ 504) Chromebooks Hotspots for students without internet access Laptops or alternate means to access specialized software (such as CAD) Technology for support staff (paraprofessionals, tutors) Digital subscriptions to include <ul style="list-style-type: none"> SeeSaw app for special populations Apex courses Zoom licenses Wacom tablets Headphones 	
Grading	<p><u>Grading Policy</u></p> <ul style="list-style-type: none"> Maintain current in school grading policy Every teacher must enter grades in Aspen in a timely manner Every student and parent must be in the Aspen portal <ul style="list-style-type: none"> Parent volunteers to help others learn; on-call? FAQ sheet Grading considerations for excused absences as determined per health dept. SEL concerns about ability to do work due to stress or illness; clear make-up policy <ul style="list-style-type: none"> Clear procedures for students who test positive Due dates must be consistent with curriculum and must meet IEP/ 504 accommodations 	<p><u>Grading Policy</u></p> <ul style="list-style-type: none"> Develop a more appropriate/consistent grading policy; should not be Pass/No Credit at the high school Every teacher must enter grades in Aspen in a timely manner Every student and parent must be in the Aspen portal <ul style="list-style-type: none"> Parent volunteers to help others learn; on-call? FAQ sheet Grading considerations for excused absences as determined per health dept. SEL concerns about ability to do work due to stress or illness; clear make-up policy <ul style="list-style-type: none"> Clear procedures for students who test positive Due dates must be consistent with curriculum and must meet IEP/ 504 accommodations Move to semester grades; Q1/Q3 - progress report, more time for students to complete work 	<p><u>Grading Policy</u></p> <ul style="list-style-type: none"> Develop a more appropriate/consistent grading policy; should not be Pass/No Credit at the high school Every teacher must enter grades in Aspen in a timely manner Every student and parent must be in the Aspen portal <ul style="list-style-type: none"> Parent volunteers to help others learn; on-call? FAQ sheet Grading considerations for excused absences as determined per health dept. SEL concerns about ability to do work due to stress or illness; clear make-up policy <ul style="list-style-type: none"> Clear procedures for students who test positive Due dates must be consistent with curriculum and must meet IEP/ 504 accommodations Move to semester grades; Q1/Q3 - progress report, more time for students to complete work 	

	<ul style="list-style-type: none"> ● Move to semester grades; Q1/Q3 - progress report, more time for students to complete work <p><u>Rubrics</u></p> <ul style="list-style-type: none"> ● Develop common rubrics across all departments for Course Competency Measurement and Participation/Effort/Core Values ● Clear late work and second chance policy <ul style="list-style-type: none"> ○ Appeals for documented extenuating circumstances for late work ○ Process for resubmitting assignments and second chance learning ● Common/Summative assessments? Other ways to demonstrate proficiency? 	<p><u>Rubrics</u></p> <ul style="list-style-type: none"> ● Develop common rubrics across all departments for Course Competency Measurement and Participation/Effort/Core Values ● Clear late work and second chance policy <ul style="list-style-type: none"> ○ Appeals for documented extenuating circumstances for late work ○ Process for resubmitting assignments and second chance learning ● Common/Summative assessments? Other ways to demonstrate proficiency? 	<p><u>Rubrics</u></p> <ul style="list-style-type: none"> ● Develop common rubrics across all departments for Course Competency Measurement and Participation/Effort/Core Values ● Clear late work and second chance policy <ul style="list-style-type: none"> ○ Appeals for documented extenuating circumstances for late work ○ Process for resubmitting assignments and second chance learning ● Common/Summative assessments? Other ways to demonstrate proficiency?
Assessment	<p>Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ● Increase use of formative assessments to gauge student learning and participation ● Teachers may use tools such as Google Forms, Quizlet, Kahoot <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> ● Move toward project-based assessments ● Activities given over the course of one week or multiple weeks may be combined to create a single final product, such as a research paper or presentation (may be done synchronously or asynchronously) ● Tests aligned with state and national tests may be given over Chromebook using Google security features (should be administered during synchronous learning time) ● MCAS Assessment using 1:1 computers <p><u>Diagnostic Assessment</u></p> <ul style="list-style-type: none"> ● iReady using 1:1 computers 	<p>Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.</p> <p><u>Formative Assessment (Shorter, More Procedural)</u></p> <ul style="list-style-type: none"> ● Increase use of formative assessments to gauge student learning and participation ● Teachers may use tools such as Google Forms, Quizlet, Kahoot <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> ● Move toward project-based assessments ● Activities given over the course of one week or multiple weeks may be combined to create a single final product, such as a research paper or presentation (may be done synchronously or asynchronously) ● Tests aligned with state and national tests may be given over Chromebook using Google security features (should be administered during synchronous learning time) ● MCAS Assessment using 1:1 computers <p><u>Diagnostic Assessment</u></p> <ul style="list-style-type: none"> ● iReady using 1:1 computers 	<p>Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.</p> <p><u>Formative Assessment (Shorter, More Procedural)</u></p> <ul style="list-style-type: none"> ● Increase use of formative assessments to gauge student learning and participation ● Teachers may use tools such as Google Forms, Quizlet, Kahoot <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> ● Move toward project-based assessments ● Activities given over the course of one week or multiple weeks may be combined to create a single final product, such as a research paper or presentation (may be done synchronously or asynchronously) ● Tests aligned with state and national tests may be given over Chromebook using Google security features (should be administered during synchronous learning time) ● MCAS Assessment using 1:1 computers <p><u>Diagnostic Assessment</u></p> <ul style="list-style-type: none"> ● iReady using 1:1 computers
Professional Development/Training	<p>Survey staff to support professional growth</p> <p><u>PD for Students and Teachers:</u></p> <ul style="list-style-type: none"> ● Teach digital literacy protocols and internet etiquette 	<p>Survey staff to support professional growth</p> <p><u>PD for Students and Teachers:</u></p> <ul style="list-style-type: none"> ● Teach digital literacy protocols and internet etiquette 	<p>Survey staff to support professional growth</p> <p><u>PD for Students and Teachers:</u></p> <ul style="list-style-type: none"> ● Teach digital literacy protocols and internet etiquette

		<ul style="list-style-type: none"> ● Directions to get on/navigate the platform in multiple languages for students and parents ● Have technology help sessions for parents? ● Navigating the online learning environment, including facilitation of discussions and collaborative work ● Time management and organization skills training for students ● Need more tech integration specialists at the high school <p><u>PPE Instruction and Training</u> for staff and students who are in the school building</p> <p><u>Professional Development Offered On</u></p> <ul style="list-style-type: none"> ● Google classroom/ GAFE suite ● Zoom or Google meets for synchronous learning ● Flipped classroom model ● Trauma informed educational practices <p>Prior to school, the following trainings will need to occur:</p> <ul style="list-style-type: none"> ● Social distancing guidelines ● Screening requirements ● Reporting requirements ● Classroom guidelines ● Meal distribution/clean-up <p>Social Emotional Support <u>optional</u> after school office hours for teachers</p>	<ul style="list-style-type: none"> ● Directions to get on/navigate the platform in multiple languages for students and parents ● Have technology help sessions for parents? ● Navigating the online learning environment, including facilitation of discussions and collaborative work ● Time management and organization skills training for students ● Need more tech integration specialists at the high school ● <p><u>PPE Instruction and Training</u> for staff and students who are in the school building</p> <p><u>Professional Development Offered On</u></p> <ul style="list-style-type: none"> ● Google classroom/ GAFE suite ● Zoom or Google meets for synchronous learning ● Flipped classroom model ● Trauma informed educational practices <p>Prior to school, the following trainings will need to occur:</p> <ul style="list-style-type: none"> ● Social distancing guidelines ● Screening requirements ● Reporting requirements ● Classroom guidelines ● Meal distribution/clean-up <p>Social Emotional Support <u>optional</u> after school office hours for teachers</p>	<ul style="list-style-type: none"> ● Directions to get on/navigate the platform in multiple languages for students and parents ● Have technology help sessions for parents? ● Navigating the online learning environment, including facilitation of discussions and collaborative work ● Time management and organization skills training for students ● Need more tech integration specialists at the high school <p><u>PPE Instruction and Training</u> for staff and students who are in the school building</p> <p><u>Professional Development Offered On</u></p> <ul style="list-style-type: none"> ● Google classroom/ GAFE suite ● Zoom or Google meets for synchronous learning ● Flipped classroom model ● Trauma informed educational practices <p><u>Schedule to include ½ day weekly for PD and Cluster Meetings</u></p> <ul style="list-style-type: none"> ● Staff training must include vertical staff collaboration ● Important for faculty to confer with House Office staff regarding at-risk students <p>Social Emotional Support <u>optional</u> after school office hours for teachers</p>
Operations & Safety	Meals, Recess, & Assemblies	<p><u>Meals/Cafeteria</u></p> <p>Lines follow distancing guidelines.</p> <ul style="list-style-type: none"> ● Grab and Go Meals-eat in the classroom or advisory <ul style="list-style-type: none"> ○ who will monitor students during lunch ○ who deliver the food (lunch staff) ● Multiple breakfast stations, students eat in first period classroom, possibly emptying trash afterwards ● Staggered schedule by period or advisory ● Meals delivered to classes-this may require additional cafeteria staff ● Empty trash after each lunch, cleaning supplies ● Would need larger trash barrels in rooms ● Duty schedule--per Unit A contract teachers need 25 minute duty free lunch 	<p>In School Considerations</p> <p><u>Meals/Cafeteria</u></p> <p>Lines follow distancing guidelines.</p> <ul style="list-style-type: none"> ● Grab and Go Meals-eat in the classroom or advisory <ul style="list-style-type: none"> ○ who will monitor students during lunch ○ who deliver the food (lunch staff) ● Multiple breakfast stations, students eat in first period classroom, possibly emptying trash afterwards ● Staggered schedule by period or advisory ● Meals delivered to classes-this may require additional cafeteria staff ● Empty trash after each lunch, cleaning supplies ● Would need larger trash barrels in rooms ● Duty schedule--per Unit A contract teachers need 25 minute duty free lunch 	<p><u>Remote Learning Considerations -- Meals</u></p> <p>Meal distribution point at LHS for breakfast and lunch</p> <ul style="list-style-type: none"> ● Consider staggered times for distribution ● Special dietary needs ● If breakfast and lunch offered at LHS, who can pick up there <ul style="list-style-type: none"> ○ LHS students only ○ LPS students only ○ Does a student need to be present/ show ID to get a meal? <p>Any assemblies are to be held remotely via Google Meets/ Zoom</p>

	<ul style="list-style-type: none"> Team would need to consult with LHS Master Scheduler <p>DESE: Face Mask Breaks (outdoors or windows open with at least 6 feet distance)</p> <p>No Assemblies or Large Group Gatherings</p>	<ul style="list-style-type: none"> Team would need to consult with LHS Master Scheduler <p>DESE: Face Mask Breaks (outdoors or windows open with at least 6 feet distance)</p> <p>No Assemblies or Large Group Gatherings</p> <p>Remote Considerations</p> <p><u>Meals</u></p> <p>Meal distribution point at LHS for breakfast and lunch</p> <ul style="list-style-type: none"> Consider staggered times for distribution Special dietary needs If breakfast and lunch offered at LHS, who can pick up there <ul style="list-style-type: none"> LHS students only LPS students only Does a student need to be present/ show ID to get a meal? 	
Bus Safety	<p>LRTA/Pride Star</p> <ul style="list-style-type: none"> Bus driver and students must wear masks One student per seat Additional buses to maintain one student per seat Additional busses needed for afterschool sports Cleaning and disinfecting frequently touched surfaces on the bus at least daily. Airing out buses when not in use. Consult with LRTA and other transportation organizations with transportation guidelines Need more Special Education vans/busses 	<p>LRTA/Pride Star</p> <ul style="list-style-type: none"> Bus driver and students must wear masks One student per seat Additional buses to maintain one student per seat Additional busses needed for afterschool sports Cleaning and disinfecting frequently touched surfaces on the bus at least daily. Airing out buses when not in use. Consult with LRTA and other transportation organizations with transportation guidelines Need more Special Education vans/busses 	Use Full Return plan for transportation of Special Education students
Health Screening & Protocols	<ul style="list-style-type: none"> Enrollment and medical clearance Nurses designated to a House Office, stationed near House Office to minimize movement of students Per DESE Guidelines “not recommended to temperature check students at entry” see page 3 Schools will need to develop isolation and discharge protocols for students who may become ill during school day Determine a Location for isolation What if there are a 	<ul style="list-style-type: none"> Enrollment and medical clearance Nurses designated to a House Office, stationed near House Office to minimize movement of students Per DESE Guidelines “not recommended to temperature check students at entry” see page 3 Schools will need to develop isolation and discharge protocols for students who may become ill during school day Determine a Location for isolation What if there are a 	<p>See Full Return document for guidance regarding special populations</p> <p>Enrollment and medical clearance must be applied to all populations</p>

	<p>large number of students ill at the same time-need to additional space to quarantine students.</p> <p>Establish protocol for a COVID-19 outbreak</p> <ul style="list-style-type: none"> ● Additional space to quarantine ● Communicating to parents and the community ● Contact tracing? 	<p>large number of students ill at the same time-need to additional space to quarantine students.</p> <p>Establish protocol for a COVID-19 outbreak</p> <ul style="list-style-type: none"> ● Additional space to quarantine ● Communicating to parents and the community ● Contact tracing? 	
PPE Requirements for Students and Staff	<ul style="list-style-type: none"> ● Require masks/face shields for ALL students/staff who are not medically exempt <ul style="list-style-type: none"> ○ Disciplinary response for those who don't comply ● How to handle students who wear masks with inappropriate images on them ● Provide disposable masks for students and teachers. New masks needed daily, extra for students who lose them. (All students and staff may wear their own masks.) Masks with clear mouth pieces to read lips ● Allow staff to wear other appropriate PPE as desired ● Additional PPE for nurses, staff in close contact with student 	<ul style="list-style-type: none"> ● Require masks/face shields for ALL students/staff who are not medically exempt <ul style="list-style-type: none"> ○ Disciplinary response for those who don't comply ● How to handle students who wear masks with inappropriate images on them ● Provide disposable masks for students and teachers. New masks needed daily, extra for students who lose them. (All students and staff may wear their own masks.) Masks with clear mouth pieces to read lips ● Allow staff to wear other appropriate PPE as desired ● Additional PPE for nurses, staff in close contact with students 	See Full Return document for guidance regarding special populations
Social Distancing Requirements	<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"> ● Consider one way lanes if possible in hallways and tunnels ● Security will need to monitor one way lanes <p>Bathroom Monitoring System</p> <ul style="list-style-type: none"> ● Adults responsible for monitoring ● Limit number of students in bathroom ● Ensure adequate supply of soap and paper towels at all times ● Regular cleaning of bathrooms ● Posters for washing hands for 20 seconds in multiple translations and images 	<p>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"> ● Consider one way lanes if possible in hallways and tunnels ● Security will need to monitor one way lanes <p>Bathroom Monitoring System</p> <ul style="list-style-type: none"> ● Adults responsible for monitoring ● Limit number of students in bathroom ● Ensure adequate supply of soap and paper towels at all times ● Regular cleaning of bathrooms ● Posters for washing hands for 20 seconds in multiple translations and images 	See Full Return document for guidance regarding special populations

	<p>Posters encouraging Social Distancing and wearing Face Masks when unable to Social Distance (ie: hallways) with multiple translations support ELL students and images</p> <ul style="list-style-type: none"> ● in hallways (on walls and on floors arrows) ● in bathrooms ● in classrooms ● the tunnels ● house offices ● nurse offices ● social offices ● conference rooms ● any other location students would have access to 	<p>Posters encouraging Social Distancing and wearing Face Masks when unable to Social Distance (ie: hallways) with multiple translations support ELL students and images</p> <ul style="list-style-type: none"> ● in hallways (on walls and on floors arrows) ● in bathrooms ● in classrooms ● the tunnels ● house offices ● nurse offices ● social offices ● conference rooms ● any other location students would have access to 	
Arrival, Dismissal, & Transitions	<p>Students coming into school before the start of period 1 need a place to go.</p> <ul style="list-style-type: none"> ● Arrival is pretty staggered already <ul style="list-style-type: none"> ○ LEAP and CSA students arrive at 7:15 ● Staggered dismissal, anything random such as by <ul style="list-style-type: none"> ○ Last name ○ House ○ Floor ○ Building ● Students must exit through the nearest door ● The garage stairs - should really be one way to maintain social distancing ● Walkers dismissed 2 minutes later maintaining social distance 	<p>Students coming into school before the start of period 1 need a place to go.</p> <ul style="list-style-type: none"> ● Arrival is pretty staggered already <ul style="list-style-type: none"> ○ LEAP and CSA students arrive at 7:15 ● Staggered dismissal, anything random such as by <ul style="list-style-type: none"> ○ Last name ○ House ○ Floor ○ Building ● Students must exit through the nearest door ● The garage stairs - should really be one way to maintain social distancing ● Walkers dismissed 2 minutes later maintaining social distance 	See Full Return document for guidance regarding special populations
Discipline, Safety and Evacuation Procedures	<p><u>Student Photograph/ ID distribution:</u></p> <ul style="list-style-type: none"> ● Use prior photo from Aspen for student ID ● New enrollees will have picture taken at high school ● IDs distributed through advisory <p>Maintain current code of conduct (consider special circumstance for Remote Learning cases, refer to Remote Learning Plan)</p> <ul style="list-style-type: none"> ● Rethink current Detention system; currently issues before or after school in each House Office; maintain 6ft apart; consult with LHS Leadership Team ● Determine consistent disciplinary action for students and staff non-compliant with wearing a mask (consult 	<p><u>Student Photograph/ ID distribution:</u></p> <ul style="list-style-type: none"> ● Use prior photo from Aspen for student ID ● New enrollees will have picture taken at high school ● IDs distributed through advisory or mailed if year begins remotely <p>Maintain current code of conduct (consider special circumstance for Remote Learning cases, refer to Remote Learning Plan)</p> <ul style="list-style-type: none"> ● Rethink current Detention system; currently issues before or after school in each House Office; maintain 6ft apart; consult with LHS Leadership Team ● Determine consistent disciplinary action for students and staff non-compliant with wearing a mask (consult with union executive boards re: grievance procedures for staff) 	<p>See Full Return document for guidance regarding special populations who will be in school</p> <ul style="list-style-type: none"> ● Student Handbook and District Policy will apply to use of Chromebooks or other District-Issued devices. ● Student discipline will be aligned with current Student Handbook regulations for internet use <p><u>Student Photograph/ ID distribution:</u></p> <ul style="list-style-type: none"> ● Use prior photo from Aspen for student ID ● New enrollees with have picture taken on return to school building ● IDs will be mailed to students

		<p>with union executive boards re: grievance procedures for staff)</p> <ul style="list-style-type: none"> ● Students/Staff will maintain current safety plan/evacuation procedures while following best practices regarding social distancing ● Fire/Evacuation Drills practiced <ul style="list-style-type: none"> ○ Consult with Crisis Team/Director of Operations ● Masks and ID badges must be worn by all staff and students ● Security protocol-entry and exit and in between classes where students need access to the building 	<ul style="list-style-type: none"> ● Students/Staff will maintain current safety plan/evacuation procedures while following best practices regarding social distancing ● Fire/Evacuation Drills practiced <ul style="list-style-type: none"> ○ Consult with Crisis Team/Director of Operations ● Masks and ID badges must be worn by all staff and students ● Security protocol-entry and exit and in between classes where students need access to the building 	
	<p>Infrastructure Demands / Other Considerations</p>	<ul style="list-style-type: none"> ● HVAC - Ensure ventilation systems operate properly, filters changed (record date) and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff ● Provide cleaner for desks and chairs (cleaned at specific intervals/when changing classes) ● Bathrooms cleaned at certain intervals throughout the day/limit the number of students allowed into the bathroom at one time. ● Locker Rooms cleaned at certain intervals throughout the day/limit the number of students allowed into the locker rooms at one time. ● Post signage about washing hands correctly; in multiple languages ● Water Bubblers/Drinking Fountains cleaned at certain intervals throughout the day OR Close drinking fountains that require contact for use. Turn off water fountains! <ul style="list-style-type: none"> ○ Motion activated or touchless drinking fountains are acceptable for use only when filling cups, water bottles, or other receptacles. ● "Sick students" - separate area for students to be sent to the nurse if suspected of COVID ● Teachers break rooms cleaned at specific intervals throughout the day. ● High touch areas cleaned throughout the day. ● Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable) 	<ul style="list-style-type: none"> ● HVAC - Ensure ventilation systems operate properly, filters changed (record date) and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff ● Provide cleaner for desks and chairs (cleaned at specific intervals/when changing classes) ● Bathrooms cleaned at certain intervals throughout the day/limit the number of students allowed into the bathroom at one time. ● Locker Rooms cleaned at certain intervals throughout the day/limit the number of students allowed into the locker rooms at one time. ● Post signage about washing hands correctly; in multiple languages ● Water Bubblers/Drinking Fountains cleaned at certain intervals throughout the day OR Close drinking fountains that require contact for use. Turn off water fountains! <ul style="list-style-type: none"> ○ Motion activated or touchless drinking fountains are acceptable for use only when filling cups, water bottles, or other receptacles. ● "Sick students" - separate area for students to be sent to the nurse if suspected of COVID ● Teachers break rooms cleaned at specific intervals throughout the day. ● High touch areas cleaned throughout the day. ● Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable) ● Floor and other markings to indicate where students should line up to maintain proper distance in classrooms, hallways, shared spaces, and outside 	<ul style="list-style-type: none"> ● More access to reliable internet for families through hotspot distribution by the district, free internet agreement worked out with Comcast, or mobile hotspots in targeted neighborhoods. ● Tech tents continued to be set-up for device repairs and troubleshooting as well as a call-in/email system for answering technology questions

		<ul style="list-style-type: none"> ● Floor and other markings to indicate where students should line up to maintain proper distance in classrooms, hallways, shared spaces, and outside ● Doors have foot pads installed on both sides of the door to open and close them without touching them. ● All elevators are operational to assist in social distancing, no more than one person per elevator (2 if assistance is required). ● Inner rooms in the 1980 building would need fans and/or air filters in order to be used 	<ul style="list-style-type: none"> ● Doors have foot pads installed on both sides of the door to open and close them without touching them. ● All elevators are operational to assist in social distancing, no more than one person per elevator (2 if assistance is required). ● Inner rooms in the 1980 building would need fans and/or air filters in order to be used 	
Human Resources	Required Staffing Needs	<ul style="list-style-type: none"> ● Building-Based Substitutes-adequate supply of substitutes as there has been a chronic undersupply of subs. ● Long-Term Substitutes ● Professional Development for tech-based teaching tools ● Assist tutors and paraprofessionals with BA or higher degrees with obtaining emergency educator licensure to be able to step into short and long term needs due to illness and quarantine-required absences 	<ul style="list-style-type: none"> ● Building-Based Substitutes ● Long-Term Substitutes ● Professional Development for tech-based teaching tools ● Assist tutors and paraprofessionals with BA or higher degrees with obtaining emergency educator licensure to step into short or long term needs due to illness or quarantine teacher absences 	<ul style="list-style-type: none"> ● Building-Based Substitutes-adequate supply of substitutes as there has been a chronic undersupply of subs. ● Long-Term Substitutes ● Professional Development for tech-based teaching tools ● Assist tutors and paraprofessionals with BA or higher degrees with obtaining emergency educator licensure to be able to step into short and long term needs due to illness and quarantine-required absences
	Job Description Impacts	<ul style="list-style-type: none"> ● Staff will assist with wiping down/sanitizing general work area/classroom/office ● Paraprofessionals can supervise classes where virtual instruction is taking place ● Allow paraprofessionals and tutors to be placed in temporary short and long-term substitute positions and allow employees to move back and forth between roles as needed to ensure instructional continuity and reduce the need for outside substitutes ● Request staff restrict summer out of state travel/quarantine for 14 days prior to the reopening of school ● Request that staff do not travel to areas with high-infection rates during school vacations ● Need to negotiate lunch time for staff if required to supervise students eating lunches in classroom ● Consistency of outreach requirements among all staff ● Consistency of recording outreach to students -- use of Aspen Journal may need to be negotiated 	<ul style="list-style-type: none"> ● Staff will assist with wiping down/sanitizing general work area/classroom/office ● Paraprofessionals can supervise classes where virtual instruction is taking place ● Allow paraprofessionals and tutors to be placed in temporary short and long-term substitute positions and allow employees to move back and forth between roles as needed to ensure instructional continuity and reduce the need for outside substitutes ● Request staff restrict summer out of state travel/quarantine for 14 days prior to the reopening of school ● Request that staff do not travel to areas with high-infection rates during school vacations ● Need to negotiate lunch time for staff if required to supervise students eating lunches in classroom ● Consistency of outreach requirements among all staff ● Consistency of recording outreach to students -- use of Aspen Journal may need to be negotiated 	<ul style="list-style-type: none"> ● Consistency of outreach requirements among all staff ● Consistency of recording outreach to students -- use of Aspen Journal may need to be negotiated ● During Remote Learning, Duty may change to required PD block

			<ul style="list-style-type: none"> During Remote Learning, Duty may change to required PD block 	
	Accommodations for high-risk staff	<p>Survey staff to determine the following: (consult with union executive boards)</p> <ul style="list-style-type: none"> Allow documented high risk staff to petition for remote learning positions Multi generational family living together with elderly family members with school age students. Leave of Absence Option for the 2020-21 SY Impact on child care for our staff 	<p>Survey staff to determine the following: (consult with union executive boards)</p> <ul style="list-style-type: none"> Allow documented high risk staff to petition for remote learning positions Multi generational family living together with elderly family members with school age students. Leave of Absence Option for the 2020-21 SY Impact on child care for our staff 	Use results from survey described in Full and Hybrid plans to develop accommodations for high-risk staff working with special populations
	Substitute Impacts	<ul style="list-style-type: none"> Building-Based Substitutes Long-term substitute pool needed (BA+) <ul style="list-style-type: none"> Fill gaps with internships/students in Master level course-work. Long-Term Substitutes for teachers on leave Need a larger pool of substitutes; financial implications 	<ul style="list-style-type: none"> Building-Based Substitutes Long-term substitute pool needed (BA+) <ul style="list-style-type: none"> Fill gaps with internships/students in Master level course-work. Long-Term Substitutes for teachers on leave Need a larger pool of substitutes; financial implications 	Allow for paraprofessionals and/or school tutors with pre-existing relationships with students, staff, and school culture to take the substitute teaching positions
Financial Implications	Materials Costs	<ul style="list-style-type: none"> Hand sanitizer dispensers in every classroom, in hallways, and workspaces throughout the building <ul style="list-style-type: none"> Sanitizer - approved by the department of health, 60% ethanol or 70% isopropanol. Located in classrooms, not hallways. Also available in every office and restroom, entrance to the gym? 100 masks per 100 students per week - will likely need many more than this 1 mask per day per teacher - teachers should provide their own Costs of signage inside/outside of the building (social distancing, washing hands, wearing masks, etc.) UV lights for disinfecting Clear masks for staff so students/parents can read lips Plexiglass for House Office staff, 1:1 service providers, Main Desk in Lobby Portable sinks for classrooms with none Soap Face Shields 	<ul style="list-style-type: none"> Hand sanitizer dispensers in every classroom and workspace in the building <ul style="list-style-type: none"> Sanitizer - approved by the department of health, 60% ethanol or 70% isopropanol. Located in classrooms, not hallways. Also available in every office and restroom, entrance to the gym? 100 masks per 100 students per week - will likely need many more than this 1 mask per day per teacher - teachers should provide their own Costs of signage inside/outside of building (social distancing, washing hands, wearing masks, etc.,) UV lights for disinfecting Clear masks for staff so students/parents can read lips Portable sinks for classrooms Soap Face Shields Gloves 	<ul style="list-style-type: none"> Electronic textbooks (hard copy as required by IEP/ 504) Chromebooks Hotspots for students without internet access Laptops or alternate means to access specialized software (such as CAD) Technology for support staff (paraprofessionals, tutors) Digital subscriptions to include <ul style="list-style-type: none"> SeeSaw app for special populations Apex courses Zoom licenses Wacom tablets Headphones <p><u>Sanitary considerations for special populations:</u></p> <ul style="list-style-type: none"> Aligned with LHS Full In-Person Return

		<ul style="list-style-type: none"> ● Gloves ● Fans for moving air for internal rooms or rooms without windows, e.g. 600's ● Doors have foot pads installed on both sides of the door to open and close them without touching them. ● More available writing implements ● Gowns for staff who may come into contact with body fluids ● Teachers could bring in a "go" bag with a complete change of clothes and anything else they require if they need to change ● Purchase non-forehead thermometer tool for temperature checks (nurses) ● Increased custodial support for cleaning/maintaining cleanliness during the day. ● Increased security to ensure students are maintaining social distancing, following protocols, etc. ● Costs for signage, hallway directional markings, barriers to limit access to certain spaces ● Basic Materials for students: pencils, paper, calculators- notebooks, posters, etc ● Art supplies (students will need individual sets of supplies, since shared materials will not be reasonable), shared equipment (computers, TV studio equipment, musical instruments, printmaking equipment, papercutters, cameras), musical instruments (pianos, drums, etc.) ● Classes that rely on large numbers (band, show choir, etc.) need many additional staff to reduce class sizes to 10 and maintain these programs ● School store- full PPE for all students ● Implement a cashless system- consult with Jeanne D' Arc Credit Union, School Store, Online Payments ● Food Service <ul style="list-style-type: none"> ○ food carts will need to be purchased to assist staff with the delivery of food for 3000+ students to individual classrooms. ○ Additional staff to organize this for success ● Food packaging <ul style="list-style-type: none"> ○ All food will need to be delivered in sealed packages. Then, all of these packages will need to be properly disposed of. 	<ul style="list-style-type: none"> ● Fans for moving air for internal rooms or rooms without windows, e.g. 600's ● Doors have foot pads installed on both sides of the door to open and close them without touching them. ● More available writing implements ● Gowns for staff who may come into contact with body fluids ● Teachers could bring in a "go" bag with a complete change of clothes and anything else they require if they need to change ● Purchase non-forehead thermometer tool for temperature checks (nurses) ● Increased custodial support for cleaning/maintaining cleanliness during the day. ● Increased security to ensure students are maintaining social distancing, following protocols, etc. ● Costs for signage, hallway directional markings, barriers to limit access to certain spaces ● Basic Materials for students: pencils, paper, calculators- notebooks, posters, etc ● Art supplies (students will need individual sets of supplies, since shared materials will not be reasonable), shared equipment (computers, TV studio equipment, musical instruments, printmaking equipment, papercutters, cameras), musical instruments (pianos, drums, etc.) ● Classes that rely on large numbers (band, show choir, etc.) need many additional staff to reduce class sizes to 10 and maintain these programs ● School store- full PPE for all students ● Implement a cashless system- consult with Jeanne D' Arc Credit Union, School Store, Online Payments ● Food Service <ul style="list-style-type: none"> ○ food carts will need to be purchased to assist staff with the delivery of food for students to individual classrooms. ○ Additional staff to organize this for success ● Food packaging <ul style="list-style-type: none"> ○ All food will need to be delivered in sealed packages. Then, all of these packages will need to be properly disposed of. ○ Additional costs for packaging, custodial staff, huge environmental impact - wasted plastic, trash bins/bags 	
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		<ul style="list-style-type: none"> ○ Additional costs for packaging, custodial staff, huge environmental impact - wasted plastic, trash bins/bags ● Develop a Quarantine room staffed with nurses ● Digital textbooks ● students will still need to be 1:1 with laptop to make instruction possible ● Special needs students- busing - given mandates and health of students- this may mean individual transportation. ● Bathrooms - how do we monitor the number of students at a time and constant upkeep to maintain cleanliness? Increase the number of custodians, security guards? ● Provide Water <ul style="list-style-type: none"> ○ Fountains will be shut down - do we have a responsibility to provide bottled water throughout the day that all students can access? ● Liability implications (staff who don't follow protocols, students who don't follow protocols) ● Students who do not return, will need a digital classroom, remote learning plan <ul style="list-style-type: none"> ○ Identify staff to monitor remote learning classes ○ Increased number of teachers required ● What happens when students need to quarantine for a period of time? Do their teachers have to maintain in-person teaching and full, remote classrooms to maintain consistency in instruction and full participation? This is a potential union issue. If not, there will be a huge cost for increased staff ● Additional work spaces will need to be provided and extra classrooms will need to be built/added ● There is a financial cost in losing entire programs that will be hurt by the implementation of this plan. They will eventually need to be re-established and that will be costly in the future ● There will be a huge demand for staff and substitute teachers to cover all of the classes - we may not be able to secure the numbers needed to successfully operate our schools. ● Overtime pay for security and custodial 	<ul style="list-style-type: none"> ● Develop a Quarantine room staffed with nurses ● Digital textbooks ● students will need to be 1:1 with laptop to make instruction possible ● Special needs students- busing - given mandates and health of students- this may mean individual transportation. ● Bathrooms - how do we monitor the number of students at a time and constant upkeep to maintain cleanliness? Increase the number of custodians, security guards? ● Provide Water <ul style="list-style-type: none"> ○ Fountains will be shut down - do we have a responsibility to provide bottled water throughout the day that all students can access? ● Liability implications (staff who don't follow protocols, students who don't follow protocols) ● Students who do not return, will need a digital classroom, remote learning plan <ul style="list-style-type: none"> ○ Identify staff to monitor remote learning classes ○ Increased number of teachers required ● What happens when students need to quarantine for a period of time? Do their teachers have to maintain in-person teaching and full, remote classrooms to maintain consistency in instruction and full participation? This is a potential union issue. If not, there will be a huge cost for increased staff ● Additional work spaces will need to be provided and extra classrooms will need to be built/added ● There is a financial cost in losing entire programs that will be hurt by the implementation of this plan. They will eventually need to be re-established and that will be costly in the future ● There will be a huge demand for staff and substitute teachers to cover all of the classes - we may not be able to secure the numbers needed to successfully operate our schools. ● Overtime pay for security and custodial ● PPE will need to be cleaned from inside the building, in the parking garage, outside school building, etc. <ul style="list-style-type: none"> ○ Cleaning would need to occur throughout the day 	
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		<ul style="list-style-type: none"> ● PPE will need to be cleaned from inside the building, in the parking garage, outside school building, etc. <ul style="list-style-type: none"> ○ Cleaning would need to occur throughout the day 		
Staffing Costs	<ul style="list-style-type: none"> ● Additional General Education, Special Education Teachers and Paraprofessionals ● Additional custodial staff for cleaning regularly throughout the day ● Additional Nursing staff for each House Office and/or special populations ● Additional staff to support the increased social/emotional needs of students ● More security needed to monitor hallways and bathrooms ● Additional security guards before and after school to ensure safe school environment (3 at the FA, 2 stationed at the Main Desk LHS, 8 1922/1980 building) ● Additional cafeteria staff to supply Grab and Go meals and deliver to classrooms ● LTS for staff needing to quarantine or who choose to take a LOA ● LTS for staff unable to return ● Additional staffing with a minimum ration of 10/1 students/staff. (We currently have approximately 30/1) ● Staffing providing online instructions for students who “opt-out”. 	<ul style="list-style-type: none"> ● Additional General Education, Special Education Teachers and Paraprofessionals ● Additional custodial staff for cleaning regularly throughout the day ● Additional Nursing staff for each House Office and/or special populations ● Additional staff to support the increased social/emotional needs of students ● Additional security guards before and after school to ensure safe school environment (3 at the FA, 2 stationed at the Main Desk LHS, 8 1922/1980 building) ● Additional cafeteria staff to supply Grab and Go meals and deliver to classrooms ● LTS for staff needing to quarantine or who choose to take a LOA ● LTS for staff unable to return ● Additional staffing with a minimum ration of 10/1 students/staff. (We currently have approximately 30/1) ● Staffing providing online instructions for students who “opt-out” 	<ul style="list-style-type: none"> ● Additional tutors/ outreach staff for EL Newcomers ● SpEd paras and their job descriptions ● Funding for planning time/teacher training outside of contracted hours or before the school year begins 	
Contractual Impacts	<ul style="list-style-type: none"> ● Establish and maintain communication with all union executive board ● Representatives join Task Force for Phase 2 planning ● Busing? Buses are only able to operate with a ½ capacity. How will this impact students? Attendance? Does LPS have a contract with LRTA? What are those implications? ● Liability concerns (assumed and realistic) around implementing ● Staff- will they be expected to maintain virtual education and live classrooms? Is that a contract violation? Or need to increase staff? 	<ul style="list-style-type: none"> ● Establish communication with union executive boards ● Busing? Buses are only able to operate with a ½ capacity. How will this impact students? Attendance? Does LPS have a contract with LRTA? What are those implicat? ● Liability concerns (assumed and realistic) around implementing ● Staff- will they be expected to maintain virtual educaiontion and live classrooms? Is that a contract violation? Or need to increase staff? 	<p>Establish communication with union executive boards</p> <p><u>Consider:</u></p> <ul style="list-style-type: none"> ● Sick, Bereavement, PD time, ● Need to leave school early even if we are not in building ● Outreach requirement for teachers and other staff ● Alignment of expectations between LSAA and UTL 	
Address	Mainstre	<ul style="list-style-type: none"> ● Consult IEP services and accommodations 	In School Considerations	Special Education

<p>Meeting the Needs of Students</p> <p>* **Plan developed following guidelines provided by the Department of Early Education and Care: MASS Reopen Guidelines</p> <p>*Additional guidelines for early childhood and substantially separate LEAP, CSA and Adie</p>	<p>Special Education</p>	<ul style="list-style-type: none"> No more than 50% special education in a class when grouping Access to trusted staff member or social worker via remind.com or google meet/zoom 	<ul style="list-style-type: none"> Consult IEP services and accommodations No more than 50% special education in a class when grouping Access to trusted staff member or social worker via remind.com or google meet/zoom <p>Remote Considerations</p> <p>Special Education</p> <ul style="list-style-type: none"> Identify students and perform Initial Evaluations Perform Re-Evaluations <p><u>Updating and revising TDLP</u></p> <ul style="list-style-type: none"> PD for faculty and staff on implementing TDLP effectively in the remote learning environment Provide for ongoing process of review to determine which accommodations are most useful and viable in remote learning environment Digital literacy programming should include training for students on apps/ extensions that will improve student outcomes Meeting the needs of different learning styles -- should address the needs of some students to learn through non-digital methods Should include considerations for remote learning attendance (sensory, ADHD/ADD, emotional) <p><u>IEP meetings</u></p> <ul style="list-style-type: none"> Continue to hold online Encourage and support family engagement Ongoing training for staff to meet compliance requirements <p><u>PD for teachers of students with visual/hearing/ sensory impairments</u></p> <p><u>Instructional Support/ EL Tutorial</u></p> <ul style="list-style-type: none"> Need to provide PD for teachers on how to effectively provide instructional support in a remote setting Consider scheduling students into instructional support periods based on IEP goals or specific learning challenges <p>Student/teacher led tutoring sessions (for all students as well) Utilizing paraprofessionals</p>	<ul style="list-style-type: none"> Identify students and perform Initial Evaluations Perform Re-Evaluations <p><u>Updating and revising TDLP</u></p> <ul style="list-style-type: none"> PD for faculty and staff on implementing TDLP effectively in the remote learning environment Provide for ongoing process of review to determine which accommodations are most useful and viable in remote learning environment Digital literacy programming should include training for students on apps/ extensions that will improve student outcomes Meeting the needs of different learning styles -- should address the needs of some students to learn through non-digital methods Should include considerations for remote learning attendance (sensory, ADHD/ADD, emotional) <p><u>IEP meetings</u></p> <ul style="list-style-type: none"> Continue to hold online Encourage and support family engagement Ongoing training for staff to meet compliance requirements <p><u>PD for teachers of students with visual/hearing/ sensory impairments</u></p> <p><u>Instructional Support/ EL Tutorial</u></p> <ul style="list-style-type: none"> Need to provide PD for teachers on how to effectively provide instructional support in a remote setting Consider scheduling students into instructional support periods based on IEP goals or specific learning challenges <p>Student/teacher led tutoring sessions (for all students as well) Utilizing paraprofessionals</p>
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school student s	Sub-Separate Special Education	<p>Additional staff required due to size of classroom restrictions by law</p> <ul style="list-style-type: none"> ● Fundamentals 1:8 ratio will require 2:9 ratio <ul style="list-style-type: none"> ○ Two fundamental students with one on one ○ One on escort for transitions ● Adjustment 2:8 ratio (teacher and para required) ● Life skills 2:8 ratio (teacher and para required) <p>Opt out option or another accommodation</p> <ul style="list-style-type: none"> ● Dependent on health concerns ● Non compliance issues surrounding face masks and other social distancing rules based on disability ● Sensory issues based on disability (face masks) 	<p>In-school Considerations</p> <p>Additional staff required due to size of classroom restrictions by law:</p> <ul style="list-style-type: none"> ● Fundamentals 1:8 ratio will require 2:9 ratio <ul style="list-style-type: none"> ○ Two fundamental students with one on one ○ One on escort for transitions ● Adjustment 1:8 ratio (teacher; para required over 8) ● Life skills 1:8 ratio (teacher; para required over 8) <p>Opt out option or another accommodation:</p> <ul style="list-style-type: none"> ● Dependent on health concerns ● Non compliance issues surrounding face masks and other social distancing rules based on disability ● Sensory issues based on disability (face masks) <p>Remote Considerations</p> <ul style="list-style-type: none"> ● Need for in-school instruction/therapeutic services (OT,PT,speech, etc) ● Home visits to support ● Packets mailed home ● IEP meetings ● Remote Learning Plans 	<ul style="list-style-type: none"> ● Need for in-school instruction/therapeutic services (OT,PT,speech, etc) ● Home visits to support ● Packets mailed home ● IEP meetings ● Remote Learning Plans ● Non compliance issues surrounding face masks and other social distancing rules based on disability ● Sensory issues based on disability (face masks)
	ESL	<ul style="list-style-type: none"> ● All communication provided in home language ● Signage in high-incidence languages with pictures ● Continued planning in Phase 2 	<p>In-school Considerations</p> <ul style="list-style-type: none"> ● All communication provided in home language ● Signage in high-incidence languages with pictures <p>Remote Learning Considerations</p> <ul style="list-style-type: none"> ● ACCESS testing <ul style="list-style-type: none"> ○ Delivery in a remote setting ● Technology training in native language <ul style="list-style-type: none"> ○ Need to consider prior knowledge of technology ○ Access to technology ○ Scalability of training ○ Address low incidence languages <p>School license of the Seesaw learning app</p> <ul style="list-style-type: none"> ○ EL teachers are currently being trained in this 	<p>ACCESS testing</p> <ul style="list-style-type: none"> ○ Delivery in a remote setting <p>Technology training in native language</p> <ul style="list-style-type: none"> ○ Need to consider prior knowledge of technology ○ Access to technology ○ Scalability of training ○ Address low incidence languages <p>School license of the Seesaw learning app</p> <ul style="list-style-type: none"> ○ EL teachers are currently being trained in this app <p>Frequent check ins with students/ families</p> <ul style="list-style-type: none"> ○ Increase exposure to English language ○ Improve family engagement

			<p>app</p> <p>Frequent check ins with students/ families</p> <ul style="list-style-type: none"> ○ Increase exposure to English language ○ Improve family engagement <p>Increase bilingual staff dedicated to student outreach, rather than relying solely on teachers</p> <p>Improve messaging/ training for staff on use of language line and other services managed by Central Office</p>	<p>Increase bilingual staff dedicated to student outreach, rather than relying solely on teachers</p> <p>Improve messaging/ training for staff on use of language line and other services managed by Central Office</p>
Opt-Out Procedures	<p><u>Assess need:</u></p> <ul style="list-style-type: none"> ● Remote Learning Opportunities (Apex) ● Remote Learning teachers by subject/grade level <p><u>Students who refuse to wear masks:</u></p> <ul style="list-style-type: none"> ● Remote Learning Opportunities (Apex) ● Remote Learning teachers by subject/grade level 	<p><u>Assess need:</u></p> <ul style="list-style-type: none"> ● Remote Learning Opportunities (Apex) ● Remote Learning teachers by subject/grade level <p><u>Students who refuse to wear masks:</u></p> <ul style="list-style-type: none"> ● Remote Learning Opportunities (Apex) ● Remote Learning teachers by subject/grade level 	<p><u>Assess Need:</u></p> <ul style="list-style-type: none"> ● Special Education student requiring in-school instruction ● EL Newcomers 	
Early Childhood	N/A	N/A	N/A	
Limited Income	<ul style="list-style-type: none"> ● Providing individual school supplies ● Provide PPE ● Continue to provide weekend food bags/ Partner with End 68 Hours of Hunger 	<ul style="list-style-type: none"> ● Providing individual school supplies ● Provide PPE ● Continue to provide weekend food bags/ Partner with End 68 Hours of Hunger ● Fee waivers for testing and college applications 	<ul style="list-style-type: none"> ● Accessibility to needed technology and internet access ● Providing individual school supplies ● Provide PPE to students requiring in school instruction ● Continue to provide weekend food bags/ Partner with End 68 Hours of Hunger ● Fee waivers for testing and college applications 	
Limited Technology and/or Internet in the Home	<ul style="list-style-type: none"> ● 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 ● ALL students will require a device ● Tutorials for students/parents on phone or videos or through Google Meet/Zoom 	<p>In School Considerations</p> <ul style="list-style-type: none"> ● Assist families with completing Comcast Essentials Applications ● Establish support fund to help families get started with Comcast Essentials (see New Bedford Public Schools) ● Videos on what to expect for parents/students to view before returning ● ALL students will require a device ● Tutorials for students/parents on phone or videos or through Google Meet/Zoom 	<ul style="list-style-type: none"> ● Provide printed copies of work/ hard copies of textbook for some learners, include multiple methods for following up with staff (Google voice, phone call, email) ● Prior to start of year, assist families with completing Comcast Essentials Applications ● Establish support fund to help families get started with Comcast Essentials ● Ensure that students have consistent access to WiFi if living in shelter or with friends ● Tutorials on how to use “offline mode” so work can be completed without consistent WiFi access 	

			<p>Remote Considerations</p> <ul style="list-style-type: none"> ● Provide printed copies of work/ hard copies of textbook for some learners, include multiple methods for following up with staff (Google voice, phone call, email) ● Prior to start of year, assist families with completing Comcast Essentials Applications ● Establish support fund to help families get started with Comcast Essentials ● Ensure that students have consistent access to WiFi if living in shelter or with friends ● Tutorials on how to use “offline mode” so work can be completed without consistent WiFi access ● Tutorials for students/parents on phone or videos or through Google Meet/Zoom ● Community outreach to determine and address technology knowledge as well as technology needs 	<ul style="list-style-type: none"> ● Tutorials for students/parents on phone or videos or through Google Meet/Zoom ● Community outreach to determine and address technology knowledge as well as technology needs
	Social Emotional Needs	<ul style="list-style-type: none"> ● Teacher PD and time to discuss students who may be in need of additional social/ emotional support ● Support for teachers and staff (EAP, Staff Support Groups) ● Develop and implement a plan for addressing Social/ Emotional supports based on grade level. ● Develop and implement a plan to link students to guidance, social work, etc. effectively if they are not in school ● Human connection/ability to check in with staff ● Utilize advisory time for virtual club meetings, student support groups, enrichment ● Teletherapy through HIPAA compliant platform ● 51A reporting ● All staff should be recording concerns about students in Aspen Journal <ul style="list-style-type: none"> ○ Provide refresher to staff on how to use Journal ● Provide training to staff on best practices in reporting (FERPA/ HIPPA concerns) 	<ul style="list-style-type: none"> ● Teacher PD and time to discuss students who may be in need of additional social/ emotional support ● Support for teachers and staff (EAP, Staff Support Groups) ● Develop and implement a plan for addressing Social/ Emotional supports based on grade level. ● Develop and implement a plan to link students to guidance, social work, etc. effectively if they are not in school ● Human connection/ability to check in with staff ● Utilize advisory time for virtual club meetings, student support groups, enrichment ● Teletherapy through HIPAA compliant platform ● 51A reporting ● All staff should be recording concerns about students in Aspen Journal <ul style="list-style-type: none"> ○ Provide refresher to staff on how to use Journal ○ Provide training to staff on best practices in reporting (FERPA/ HIPPA concerns) ● On-site Teen Health Clinic ● Social Workers 	<ul style="list-style-type: none"> ● Teacher PD and time to discuss students who may be in need of additional social/ emotional support ● Support for teachers and staff (EAP, Staff Support Groups) ● Develop and implement a plan for addressing Social/ Emotional supports based on grade level. ● Develop and implement a plan to link students to guidance, social work, etc. effectively if they are not in school ● Human connection/ability to check in with staff ● Utilize advisory time for virtual club meetings, student support groups, enrichment ● Teletherapy through HIPAA compliant platform ● 51A reporting ● All staff should be recording concerns about students in Aspen Journal <ul style="list-style-type: none"> ○ Provide refresher to staff on how to use Journal ○ Provide training to staff on best practices in reporting (FERPA/ HIPPA concerns) <p><u>Social/Emotional Learning</u></p> <ul style="list-style-type: none"> ● Issues with doing classes “alone”; classes in students’ “safe space”

	<ul style="list-style-type: none"> ● On- site Teen Health Clinic ● Social Workers ● Group meetings via Zoom or Google Meet to offer support or just to communicate <p><u>Social/Emotional Learning</u></p> <ul style="list-style-type: none"> ● Issues with doing classes “alone”; classes in students’ “safe space” ● Remind students of health and safety rules ● Check in on mental well-being 	<ul style="list-style-type: none"> ● Group meetings through Google Meets or Zoom for additional support/communication <p><u>Social/Emotional Learning</u></p> <ul style="list-style-type: none"> ● Issues with doing classes “alone”; classes in students’ “safe space” ● Remind students of health and safety rules ● Check in on mental well-being 	<ul style="list-style-type: none"> ● Remind students of health and safety rules ● Check in on mental well-being
Basic Needs	<ul style="list-style-type: none"> ● Catie’s Closet -- clothes and personal supplies ● Access to in school food pantry ● Reach out to create community connections such as the Chamber of Commerce or other business to support the needs of students as needed ● Open and consistent communication with families and community 	<ul style="list-style-type: none"> ● Catie’s Closet -- clothes and personal supplies ● Access to in school food pantry ● Reach out to create community connections such as the Chamber of Commerce or other business to support the needs of students as needed ● Open and consistent communication with families and community ● Food distribution at lunch sites, potentially provide food from Mill Market or MVFB. Will there be a distribution site at LHS? ● Technology distribution and support ● Access to internet ● Translated documents -- including for technology use and devices ● Safety <ul style="list-style-type: none"> ○ Housing security ○ Physical Safety ○ Emotional Safety ● Medical Needs/ Sexual Health/ Mental Health -- LCHC Teen Clinic ● Peer leadership, tutoring and other opportunities for students to help each other 	<ul style="list-style-type: none"> ● Catie’s closet distributions -- clothes and personal supplies ● Food distribution at lunch sites, potentially provide food from Mill Market or MVFB. Will there be a distribution site at LHS? ● Technology distribution and support ● Access to internet ● Translated documents -- including for technology use and devices ● Safety <ul style="list-style-type: none"> ○ Housing security ○ Physical Safety ○ Emotional Safety ● Medical Needs/ Sexual Health/ Mental Health -- LCHC Teen Clinic ● Peer leadership, tutoring and other opportunities for students to help each other ● Reach out to create community connections such as the Chamber of Commerce or other business to support the needs of students as needed
Accommodations for high-risk (medical) students	<ul style="list-style-type: none"> ● Identify vulnerable student populations and develop targeted interventions/supports. ● Develop a plan for immune compromised students ● Access to nurse in a designated area by house ● Access to handicap bathrooms ● Allow eClassrooms, materials, desks will need to be thoroughly cleaned periodically ● arly transitions for arrival/dismissal and lunch 	<p>In-school Considerations</p> <ul style="list-style-type: none"> ● Identify vulnerable student populations and develop targeted interventions/supports. ● Develop a plan for immune compromised students ● Access to nurse in a designated area by house ● Access to handicap bathrooms ● Allow eClassrooms, materials, desks will need to be thoroughly cleaned periodically 	<ul style="list-style-type: none"> ● Continuing remote learning in medical facilities ● Standard procedure for reporting student’s inability to complete work or to participate in remote learning due to medical needs

		<ul style="list-style-type: none"> Elevator use 	<ul style="list-style-type: none"> arly transitions for arrival/dismissal and lunch Elevator use <p>Remote Considerations</p> <ul style="list-style-type: none"> Continuing remote learning in medical facilities Standard procedure for reporting student's inability to complete work or to participate in remote learning due to medical needs 	
Community Impacts	Child Care Implications for Staff	<ul style="list-style-type: none"> 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>Two different sets of considerations:</p> <ul style="list-style-type: none"> Staff with children within LPS <ul style="list-style-type: none"> Accommodations must be considered if K-8 plan is different than the LHS plan If they are the same plan, then we will need to figure out how to synchronize teachers' LHS schedules with their childrens'. <i>This might not be possible for all teachers, which raises an equity issue.</i> Staff with children outside LPS <ul style="list-style-type: none"> District must indicate to what degree the District will assume responsibility for outcomes that are generated outside the district. If there are multiple different plans that affect our teachers' children, is it feasible to accommodate staff with LPS children, while telling those with children in other districts that they will be on their own. If outside districts have a multiplicity of different plans, then we need to have a way of coordinating them 	Follow plan recommended by K-8 remote learning task force
	Child Care Implications for Families	N/A	<p>If LHS goes to hybrid that is not exactly the same as what K-8 is doing, we could:</p> <ul style="list-style-type: none"> Set up a system for students to petition for placement in a schedule cohort that gives maximum availability of that student to meet child care obligations at home; Allow a subset of students to move to full remote in order to meet child care obligations Likely this would be a house dean/guidance counselor/social worker decision. 	If students are at home and parents need to work, we will need to consider what child care duties older students might need to perform
	Traffic	<ul style="list-style-type: none"> May need to accommodate more buses; consult with 	In School Considerations	<ul style="list-style-type: none"> Tech Support days

		<p>LRTA/Pride Start, other transportation service providers</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> May need to accommodate more buses; consult with LRTA/Pride Start, other transportation service providers If we have more buses in the afternoon, we need to task more staff with maintaining order and social safety at the end of the school day. <p>Remote Considerations</p> <ul style="list-style-type: none"> Tech Support days Lunch distribution at LHS 	<ul style="list-style-type: none"> Lunch distribution at LHS
	Volunteers /Guest Speakers/ Field Trips	<p>Per DESE/Commonwealth recommendations</p> <ul style="list-style-type: none"> No Field Trips No Assemblies or Large Group Gatherings Virtual guest speakers, must be vetted and presentations must be delivered via secure link 	<p>Per DESE/Commonwealth recommendations</p> <ul style="list-style-type: none"> No Field Trips No Assemblies or Large Group Gatherings Virtual guest speakers, must be vetted and presentations must be delivered via secure link 	<p>Per DESE/Commonwealth recommendations</p> <ul style="list-style-type: none"> No Field Trips No Assemblies or Large Group Gatherings Virtual guest speakers, must be vetted and presentations must be delivered via secure link
	Outside Agencies in Schools (DCF, Counselors, etc.)	<ul style="list-style-type: none"> Telehealth sessions highly recommended Minimize outside agencies accessing school facilities 	<ul style="list-style-type: none"> Communicate with local employers (Market Basket, Dunkin Donuts, etc) that students are still in school even when learning remotely Telehealth sessions scheduled with outside agencies Minimize outside agencies accessing school facilities 	<ul style="list-style-type: none"> Communicate with local employers (Market Basket, Dunkin Donuts, etc) that students are still in school even when learning remotely Telehealth sessions scheduled with outside agencies
	Use of Facilities Permits	No Use of Facilities Permits	No Use of Facilities Permits	No use of Facilities Permits
Extra Curriculars	Sports	<p>Per MIAA guidelines - waiting on official word from the state about the fall season.</p> <ul style="list-style-type: none"> Consult with Athletic Director, Dave Lezenski and Athletic Assistant, Patti Crabtree regarding transportation and scheduling concerns. Guidelines will determine if all sports will happen- potentially only non-contact sports take place. Transportation will be a concern (1 per seat/skipping rows). For some teams buses will need to be tripled. Parents could be allowed to drive students to/from practices and events. Teams could be required to have a travel roster for games to limit numbers on buses. Each sport would 	<p>Per MIAA guidelines - waiting on official word from the state about the fall season.</p> <ul style="list-style-type: none"> Consult with Athletic Director, Dave Lezenski and Athletic Assistant, Patti Crabtree regarding transportation and scheduling concerns. The AD, in consultation with the District and MIAA, would need to make a determination about eligibility of students who do not come to school because their parents do not want them exposed to the conditions of the school Guidelines will determine if all sports will happen; potentially only non-contact sports take place. Transportation will be a concern (1 per seat/skipping rows). For some teams buses will need to be tripled. The 	<p>Per MIAA guidelines - waiting on official word from the state about the fall season.</p> <ul style="list-style-type: none"> Consult with Athletic Director, Dave Lezenski and Athletic Assistant, Patti Crabtree regarding transportation and scheduling concerns. The AD, in consultation with the District and MIAA, would need to make a determination about eligibility of students who do not come to school because their parents do not want them exposed to the conditions of the school Guidelines will determine if all sports will happen; potentially only non-contact sports take place. Transportation will be a concern (1 per seat/skipping rows). For some teams buses will need to be tripled. The district

		<p>need to address the number of athletes needed for their games.</p> <ul style="list-style-type: none"> • Schedules will need to be coordinated with the MVC. • More frequent (daily) cleaning of equipment and locker room facilities. Students may not share lockers. • Additional seating will be required for the bench area to allow for social distancing at game. This could require additional purchases. • Players must bring their own water/beverage to consume during and after games. No shared drinking fountains, water stations, or coolers may be used. Coaches could provide sealed bottled water for their athletes. All bottles should be labeled with student's name/initials. • Spectators and seating at games will be determined based on state guidelines. • Concession stands should not be opened at events. • Larger quantities of hand sanitizer and face masks must be added to the first aid kits provided by the athletic department. Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. • Masks should be worn by coaches and athletes when not engaged in strenuous physical activity. • Weight room usage and cleaning should follow state guidelines for public gyms. • Academic eligibility based on end of 2019-20 school year needs to be determined. 	<p>district would need to make clear whether the district or school would bear the increased cost of transportation.</p> <ul style="list-style-type: none"> • To the extent possible, team members should be scheduled into the same physical/remote cohort to facilitate whole-team practice at least 2x weekly. • Parents could be allowed to drive students to/from practices and events. • Teams would be required to have a travel roster for games to limit numbers on buses. Each sport would need to address the number of athletes needed for their games. <ul style="list-style-type: none"> ○ This could lead to an equity issue ○ Gut programming in the future, by failing to give young students experience in the present • Schedules will need to be coordinated with the MVC. • More frequent (daily) cleaning of equipment and locker room facilities. Students may not share lockers. • Additional seating will be required for the bench area to allow for social distancing at game. This could require additional purchases. • Players must bring their own water/beverage to consume during and after games. No shared drinking fountains, water stations, or coolers may be used. Coaches could provide sealed bottled water for their athletes. All bottles should be labeled with students' names/initials. The athletic department would have to decide how to carry this cost? Would it seek donations or charge students? • Spectators and seating at games will be determined based on state guidelines. • Concession stands should not be opened at events, unless otherwise indicated by state guidelines. All state guidelines must be complied with at athletic events. • Larger quantities of hand sanitizer and face masks must be added to the first aid kits provided by the athletic department. Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. • Masks should be worn by coaches and athletes when not engaged in strenuous physical activity. • Weight room usage and cleaning should follow state guidelines for public gyms. • The LHS AD, in consultation with the HOS and leadership of LHS, has decided that all students will be academically 	<p>would need to make clear whether the district or school would bear the increased cost of transportation.</p> <ul style="list-style-type: none"> • To the extent possible, team members should be scheduled into the same physical/remote cohort to facilitate whole-team practice at least 2x weekly. • Parents could be allowed to drive students to/from practices and events. • Teams would be required to have a travel roster for games to limit numbers on buses. 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			eligible during MP1 in the 2020-2021 school year, so that academic eligibility will not be an issue going into the fall.	
Before and After School Programs	<ul style="list-style-type: none"> ● Prioritize academic recovery programs for vulnerable populations and students who did not engage in remote learning during the spring '20 school closure. ● Tutoring (before/after school) maintain social distancing guidelines ● Consult with Lisa Colloca, National Honor Society Advisor and department heads regarding tutors and tutoring. ● Larger rooms (gym, library, cafe, auditorium, little theater) should only be used after school because they will need to be cleaned after use. ● When weather permits, areas outside of the school are encouraged to be used. ● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. ● May need to be done via Zoom or Google Meet. ● School trips planned for 2020-2021 year <ul style="list-style-type: none"> ○ Need district and state guidance for out of state and international travel ○ Deposits and refunds/ travel insurance ○ Quarantine requirement ○ Would policies and procedures be different with student illness 	<ul style="list-style-type: none"> ● Prioritize academic recovery programs for vulnerable populations and students who did not engage in remote learning during the spring '20 school closure. ● Tutoring (before/after school) maintain social distancing guidelines ● Consult with Lisa Colloca, National Honor Society Advisor and department heads regarding tutors and tutoring. ● Larger rooms (gym, library, cafe, auditorium, little theater) should only be used after school because they will need to be cleaned after use. ● When weather permits, areas outside of the school are encouraged to be used. ● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. ● May need to be done via Zoom or Google Meet. ● School trips planned for 2020-2021 year <ul style="list-style-type: none"> ○ Need district and state guidance for out of state and international travel ○ Deposits and refunds/ travel insurance ○ Quarantine requirement ○ Would policies and procedures be different with student illness 	<ul style="list-style-type: none"> ● Prioritize academic recovery programs for vulnerable populations and students who did not engage in remote learning during the spring '20 school closure. ● Tutoring (before/after school) maintain social distancing guidelines ● Consult with Lisa Colloca, National Honor Society Advisor and department heads regarding tutors and tutoring. ● Larger rooms (gym, library, cafe, auditorium, little theater) should only be used after school because they will need to be cleaned after use. ● When weather permits, areas outside of the school are encouraged to be used. ● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. ● May need to be done via Zoom or Google Meet. ● School trips planned for 2020-2021 year <ul style="list-style-type: none"> ○ Need district and state guidance for out of state and international travel ○ Deposits and refunds/ travel insurance ○ Quarantine requirement ○ Would policies and procedures be different with student illness 	
Clubs, School-Wide Events, & Activities	<p>Clubs/Activities:</p> <ul style="list-style-type: none"> ● Consult with Tom Thornton, Student Activities Coordinator to create a schedule with advisors to ensure all students are engaged. ● Larger rooms (gym, library, cafe, auditorium, little theater) should only be used after school because they will need to be cleaned after use. ● When weather permits, areas outside of the school are encouraged to be used. ● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. ● More than 20 students would need to be on Zoom, Google Meet or other virtual platform. 	<p>In School Considerations</p> <p>Clubs/Activities:</p> <ul style="list-style-type: none"> ● Consult with Tom Thornton, Student Activities Coordinator to create a schedule with advisors to ensure all students are engaged; following current guidelines ● Club leaders and advisors would be assisted in determining whether the use of remote technology would be viable for them. ● If student participation is limited in order to keep overall numbers low, then an equitable means of choosing participants needs to be created and implemented equitably across <i>all</i> extracurriculars. ● Larger rooms (gym, library, cafe, auditorium, little theater) should only be used after school because they will need to be cleaned after use. 	<p>Clubs/Activities:</p> <ul style="list-style-type: none"> ● What are students requesting? ● What can they realistically participate in? ● Were there any clubs that were remote this year? ● Create list of remote clubs ● If small group meetings are permitted, could student clubs meet in small groups, with additional mentors if needed (potentially positive social emotional impacts from seeing friends face-to-face) <p>Music/Band:</p> <ul style="list-style-type: none"> ● Tryouts, rehearsals and performances <ul style="list-style-type: none"> ○ Larger or separate spaces for practice to allow in person teaching if appropriate ○ Train students on digital submission of tryout pieces 	

		<p>Music/Band: Consult with Jessica Daviso, Fine Arts Chair on specific needs for each program.</p> <ul style="list-style-type: none"> ● Band room would need to be divided with Plexiglass to ensure health/safety guidelines; ensure social distancing 6ft apart. ● Chorus/Show Choir - students have to be more than 6 feet apart when they are singing. ● Instruments can not be shared; must be fully disinfected between use. ● Auditorium and stage can be divided to allow for more usage of the room under social distancing guidelines. ● When weather permits, areas outside of the school are encouraged to be used. ● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. ● More than 20 students may need to be on Zoom, Google Meet or other virtual platform. <p>ROTC:</p> <ul style="list-style-type: none"> ● Need to maintain social distance for practice (ROTC marching, etc.) ● More room needed in given ; more rooms needed ● When weather permits, areas outside of the school are ● Encouraged to be used. 	<ul style="list-style-type: none"> ● When weather permits, areas outside of the school are encouraged to be used. ● Students are encouraged to bring their own masks and hand sanitizer when possible. Extras should be made available when needed. ● More than 20 students would need to be on Google Meets or Zoom ● How do remote students get to in-school clubs? <p>Music/Band:</p> <ul style="list-style-type: none"> ● Consult with Jessica Daviso, Fine Arts Chair on specific needs for each program; following current guidelines ● Band room would need to be divided with Plexiglass to ensure health/safety guidelines; ensure social distancing 6ft apart. ● LHS should investigate software to combine individuals into a group productions ● Chorus/Show Choir - students have to be more than 6 feet apart when they are singing. ● Instruments can not be shared; must be fully disinfected between use. ● Auditorium and stage can be divided to allow for more usage of the space under social distancing guidelines. ● When weather permits, areas outside of the school are encouraged to be used. <p>ROTC:</p> <ul style="list-style-type: none"> ● Need to maintain social distance for practice (ROTC marching, etc.) ● More room needed in given ; more rooms needed ● When weather permits, areas outside of the school are ● encouraged to be used. <p>Remote Considerations</p> <p>Clubs/Activities:</p> <ul style="list-style-type: none"> ● What are students requesting? ● What can they realistically participate in? ● Were there any clubs that were remote this year? ● Create list of remote clubs ● If small group meetings are permitted, could student clubs meet in small groups, with additional mentors if needed (potentially positive social emotional impacts from seeing friends face-to-face) 	<ul style="list-style-type: none"> ○ Investigate current practices of performance groups to create and implement plan for rehearsing remotely ● Uniform and instrument distribution and collections must be organized. ● Pre-record lessons and assignments to allow for individual practice
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			<p>Music/Band:</p> <ul style="list-style-type: none">● Tryouts, rehearsals and performances<ul style="list-style-type: none">○ Larger or separate spaces for practice to allow in person teaching if appropriate○ Train students on digital submission of tryout pieces○ Investigate current practices of performance groups to create and implement plan for rehearsing remotely● Uniform and instrument distribution and collections must be organized.● Pre-record lessons and assignments to allow for individual practice	
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