

		Full In-Person	Hybrid	Full Remote
Teaching & Learning	Curriculum	<p>Individual kits/materials/manipulatives</p> <p>SEL curriculum for all, prioritized in the first 3 weeks of school over academics and built into schedule for the remainder of year</p> <p>Teach district prioritized standards for each grade level as written in the district curriculum maps in Sept/Oct, beginning 9/21- weaving them into current grade level standards. This can be done through project based, blended learning, spiral reviews, individualized assessments for all students.</p> <p>Identify content areas/standards that are essential at each grade level to be the primary focus.</p> <p>Curriculum needs to be digitized in all content areas as much as possible (i.e. CamScanner app to Google Classroom)</p> <p>Prioritize funds for digital instructional tools that were used heavily during remote learning that will no longer be free (BrainPop, Newsela, EdPuzzle, etc.)</p> <p>Remote program for quarantined/high risk students- possibly use high-risk staff for instruction</p> <p>Consider physical proximity between students during instruction (i.e., use caution with turn and talk, desks in rows, avoid physical touch between students)</p>	<p><u>Curriculum Maps</u></p> <ul style="list-style-type: none"> Curriculum remains as it has been and district curriculum maps would continue to be used with adjustments to compensate for some loss of efficacy inherent in following a hybrid model. There should be an emphasis on the most critical content standards based on DESE recommendations, and clear expectations for what happens in and outside of school. <p><u>Planning Units</u></p> <ul style="list-style-type: none"> Curriculum should be chunked into smaller units corresponding with the cycle of in-person and remote learning and instructional model should be flexible: new learning could be taught in schools and reinforced with application assignments and project work during remote learning <i>or</i> new learning could be taught virtually via recorded lessons with reinforcement, practice, and collaboration happening in schools based on content area and standards. This virtual component will allow us to transition to full remote learning if it becomes necessary. A visual diagram of the instructional model should be developed and disseminated to all stakeholders. This would likely be a flowchart with the end goal and 2-3 pathways that can be used to get there. <p><u>Staff Collaboration:</u></p> <p>Capitalize on the flexibility of this model to encourage teamwork across schools to prepare materials throughout the school year, including pre-recorded lessons.</p> <ul style="list-style-type: none"> Example 1 - A cross school grade-level, subject specific Common Planning Time (CPT) to develop materials for units of study in curriculum maps. Example 2 - A specific technology-based common planning time that could be multi-subject/grade-level. <p>To support this recommendation, when creating hybrid schedules look</p>	<p>Content and Curriculum Maps provided by Curriculum Office and Literacy/Math Coaches/Teacher Teams</p> <ul style="list-style-type: none"> Identify district prioritized standards for each grade level based on DESE guidance and in collaboration with central office/teacher teams Use the benefits of the spiraling curriculum to teach current grade level standards while providing specific instruction of requisite standards that may have been missed during the closure <p>Curriculum library maintained for teachers to share items and also utilize resources to create content for students</p> <ul style="list-style-type: none"> Housed on Google Drive Combination of resources developed by Literacy Specialists, MRTs, and teachers <p>A flipped classroom model would be recommended as a best practice for Grades 3 & 4 while a modified version of flipped classroom would be recommended for K-2. For Grades 5-8, curriculum & instruction will be presented in a Flipped Classroom model over the course of each unit.</p> <ul style="list-style-type: none"> PD will be available through Kara Wilkins & McAuliffe School <p>A vetted library of resources organized for LPS on SeeSaw</p> <ul style="list-style-type: none"> Social Studies: <ul style="list-style-type: none"> Children Discovering Justice is using grant money to work with a group of Lowell teachers on writing K-4 lessons suitable for remote learning. All teachers and students, grades 5-8, have online access to their social studies programs. They can assign lessons to students using Google Classroom. Science: <ul style="list-style-type: none"> Group of teachers at grades 1-8 working to streamline FOSS Supplement FOSS with Mystery Science Create digital science notebooks suitable for remote learning. Math:

			for opportunities to have cross-school planning teams, especially when a teacher is the only person holding a specific role within a school.	<ul style="list-style-type: none"> ○ Purchasing teacher and student subscriptions to “In Sync” from the publisher of Eureka Math. Students will have video lessons, digital classwork, and family guidance in English and Spanish. ○ ST Math will be available at most schools. ● ELA: <ul style="list-style-type: none"> ○ Literacy/Instructional Specialists are making choice boards for writing at all grade levels that include video lessons and slides. They’re also preparing videos and online toolkits at all reading levels. ○ Looking to expand licenses for Lexia and Raz Kids. ○ Access to Teachers College Reading and Writing Project video library of 1,300+ mini-lesson videos adapted for Remote Learning & Flipped Classroom model
Instruc tional Techn ology Platfor m	<p>Consistent technological platform for each grade level</p> <ul style="list-style-type: none"> ● PreK-Grade 1 - Seesaw ● Grade 2 - Seesaw/Google Classroom ● Grade 3-8 -Google Classroom <p>QR Codes and training for logging in for PK-2</p> <p>Learning Management System (LMS) for communication and parent and student grading/assignment feedback</p> <p>Teachers will need software to allow them to view all students’ screens in a 1:1 environment (i.e. Netop Vision)</p> <p>Offer parent trainings/videos regarding technological platforms</p>	<p>Consistent technological platform for each grade level</p> <ul style="list-style-type: none"> ● PreK-Grade 1 - Seesaw ● Grade 2 - Seesaw/Google Classroom ● Grade 3-8 -Google Classroom 	<p>Consistent technological platform for each grade level</p> <ul style="list-style-type: none"> ● PreK-Grade 1 - Seesaw ● Grade 2 - Seesaw/Google Classroom ● Grade 3-8 -Google Classroom ● Screencastify/EdPuzzle ● Based on Google Meets upgrades <ul style="list-style-type: none"> ○ If Google Meets fits ALL of our needs (annotating, breakout rooms, ability to do whole school or multi-class connections) then the district already owns this license ○ If Google Meets upgrade does not meet all of our needs, purchasing at least some Zoom licenses for each school is recommended ● Recommended best practice would be a Virtual School that houses links to all teams/classrooms...“one stop shopping” for parents and students <ul style="list-style-type: none"> ○ These links would include Virtual Classrooms that housed all the resources & platforms needed by students during Remote Learning ○ PD available and provided through Wang School 	
Allied Arts/ Special ized Classr ooms	<p>Allied Arts- collaboration with ELA/Math/Science/SS staff to plan and implement STEAM activities within lessons.</p> <p>Develop a specialist schedule that allows for enrichment in various areas (i.e. art/music/physical education) but reduces rotation and interaction to a limited student body such as a</p>	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● 30 minute periods in 9-1 frame ● Consistent time each day for each classroom (elementary) or grade-level (middle school) ● Elementary Recommended Best Practice: Students will have the same special for a week at a time ● Resources housed in Virtual Classrooms (Middle School: 	

		<p>quarterly rotation or rotation cycles for one special at a time.</p> <p>Consider music instruction with no singing or move to larger space, such as the cafeteria</p> <p>Increase instrument sanitation and consider no wind instruments</p> <p>DESE: Consider specialist teachers and other educators who have appropriate licenses to serve as additional core teachers to reduce class sizes in schools</p>		<p>Virtual Mansion that has each room as a different Allied Arts classroom)</p>
Attendance	<p>Maintain current attendance policy, enter attendance in X2</p> <p>Develop remote/digital lessons for students to avoid learning loss from extended absences.</p> <p>Absence Excused Medical Quarantine (AEQ) distinction for students absent due to required DPH quarantine/physician's order</p>	<p>Produce a procedure that can be consistently communicated and followed district wide when/if a student or staff member falls ill, describing who should be quarantined and how long for, the repercussions on the workload, attendance, assessments and grading.</p> <p>Absence Excused Medical Quarantine (AEQ) distinction for students absent due to required DPH quarantine/physician's order</p> <p>Continually cross-reference with updated DESE guidance for attendance to ensure our system aligns with state required reporting.</p> <ul style="list-style-type: none"> ● Mass state education laws (FTC/CRA's) <p>During the in-person week - take attendance as normal.</p> <ul style="list-style-type: none"> ○ School-based attendance teams will track daily attendance and follow Lowell Public Schools district attendance intervention plan. <p>During the remote learning week, we recommend the district analyze DESE's guidance for attendance to ensure that we meet their needs.</p> <ul style="list-style-type: none"> ● If there are amended attendance structures, we recommend creating a rubric where students are rated as limited, partially, or fully engaged in completion of assigned work during the remote week as the way to track attendance/engagement based on the work from 19-20. ● If there is a requirement for taking daily attendance during remote learning, then we recommend analyzing the remote learning team's planning and implementing their attendance policy after it is determined to be feasible based on the school schedules. ● School-based attendance teams will track "daily or weekly 		<ul style="list-style-type: none"> ● Students must attend morning meetings <ul style="list-style-type: none"> ○ Alternative processes will be designed for extenuating circumstances ○ Positive reward/motivation systems will be designed for individual cases to try to encourage consistent attendance from challenging cases ● X2 for attendance data storage <ul style="list-style-type: none"> ○ Teachers who already enter attendance in X2 may continue to if they prefer. ○ This can be achieved through a Google Form structure to make it easier for teachers <ul style="list-style-type: none"> ■ Fill out a form for any student who is ABSENT from morning meeting ○ Administration or Clerks will enter the attendance into X2 on a daily basis <ul style="list-style-type: none"> ■ This will allow admin to more immediately and effectively track attendance data through the resulting spreadsheet and take action where necessary ○ School-based attendance teams will track daily attendance and/or "daily or weekly meaningful interactions"(per DESE guideline) and follow Lowell Public Schools district attendance intervention plan to work with families. <ul style="list-style-type: none"> ■ Utilize Paraprofessionals to help support students identified as at-risk due to attendance

			<p>meaningful interactions”(per DESE guideline) and follow Lowell Public Schools district attendance intervention plan. We strongly recommend that this is only for attendance, and a separate grading policy is created.</p>	
Time on Learning	Consider providing flexible scheduling and attendance guidelines to account for new protocols/social emotional needs of students Account for the added time for transitions, hand hygiene, etc. Kindergarten current state learning time requirements: 425 hours/year Gr. 1-8 current state learning time requirements: 900 hours/year	<p>To meet the differentiated needs of the Lowell community, offer four cohorts in the hybrid model.</p> <ul style="list-style-type: none"> ● Cohort A & B attend the full hybrid model. ● Cohort C is for full in-person prioritizing high needs students and children of essential workers. ● Cohort D for students with health needs or families that opt in to “full remote learning.” <p>For students in Cohort D create a centralized “Lowell Remote Learning School” to serve all students that opt-in that is staffed with LPS employees who will design and facilitate full remote learning.</p> <ul style="list-style-type: none"> ● There are opportunities to: <ul style="list-style-type: none"> ○ pilot curriculum for full-remote that can then be used across the district. ○ create jobs for staff that are high-risk or unable to return in-person. ○ allow staff at schools to focus only on full in-person and hybrid students. <p>For the hybrid cohorts A and B, set an expectation that students follow a schedule during remote learning time, with opportunities to be synchronized as much as possible with the in-school schedule. Students should be given the opportunity to join some class rituals (morning meetings, circle time) and generally work with staff to complete work following a similar schedule to in-school students. Teachers may even explore set days and times when the whole class works together.</p> <ul style="list-style-type: none"> ● Where this is not feasible for families, remote learning on an asynchronous schedule would be expected during remote learning weeks. <p>Creating groups for the hybrid model needs to include representatives from the school, impacted departments like transportation, and special programs to ensure that we are considering a variety of needs (Examples - siblings, staffing needs, access to services, transportation, etc).</p>	<p>Consistent frame of hours based on DESE guidance (i.e. 9AM-1PM) for live teaching and consultation with teachers</p> <ul style="list-style-type: none"> ● 4 instructional days every week ● 1 day for students to focus solely on assignments (no new instruction) with support from teachers available during established frame <p>Staff is required to be on duty until 3PM (leaving the 1-3PM timeframe available for collaboration, training, and meetings as needed)</p> <p>If safe to do so, provide teachers with the option of teaching from their classrooms if that is their preference.</p> <p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● ELA (70 minutes), Math (60 minutes) and Specials (30 minutes) scheduled daily and Science or Social Studies (30 minutes) ● Every morning there is a Zoom check-in with the HR teachers, SEL activity, launch new learning ● Instructional periods for both schedules might include one or more of the following depending on the needs of the students and curriculum being taught: full-class synchronous learning sessions, asynchronous video instruction, student work sessions on SeeSaw or Google Classroom, work on a digital platform such as iReady, ST Math, etc., small group synchronous instruction with the teacher/paraprofessional/tutor, Special Education or ELs Support. There is no expectation or recommendation that teachers Zoom with their students for the entire block but should be available for support. ● Will be important to have assignments for each day located in one place with easy access to other platforms <p>Link to Recommended Elementary Schedule: https://docs.google.com/document/d/1eREIQwee5mrupXJhncIRqCSAF3gUAzBdF2abHarBwtM/edit?usp=sharing</p> <p><u>Middle School:</u></p>	

		Survey families about their participation in this model, and their needs for scheduling (Example - sibling on the same or different schedules).	<ul style="list-style-type: none"> • 2 subject areas per day (85 minutes each) • Every morning there is a Zoom check-in meeting <ul style="list-style-type: none"> ○ 1 content area each day for the 4 instructional days ○ Student work day is flexible with regard to who holds that meeting • Teachers complete Google Form for absent students, then Clerks/Admin enter attendance <p>Link to Recommended Middle School Schedule: https://docs.google.com/document/d/1mfqDNNtyH4b11vNet54qhB8gOQw0NIC36AH7CGAa_Eo/edit?usp=sharing</p>
Materials Required	<p>PK-K need desks/plexiglass dividers or carpet squares/tray tables</p> <p>Individual supply kits per student</p> <p>Earbuds for every student</p> <p>Instructional Technology Platform (i.e., Seesaw, Google Classroom)</p> <p>At least 1 partitioned table in every classroom for safe small-group or 1:1 instruction/assessment.</p>	<ul style="list-style-type: none"> • Prioritize digital products for purchase, such as SeeSaw, BrainPop, etc. • Effective, centralized communication system: To support implementation, develop a universal system where families know when to expect: <ul style="list-style-type: none"> • A preview of the work that is coming in a sensible timeframe for the model (Ex. weekly, bi-weekly, etc). • A review of student progress - what they've accomplished and missing work. • Earbuds for every student • Explore mobile hotspot devices for staff and students who do not have access to reliable internet. • Ensure that paraprofessionals and tutors have laptops to support learning in the remote setting. 	<ul style="list-style-type: none"> • Licenses for all schools for REMIND to solidify and make consistent school/home communication channels • School licenses for platforms such as SeeSaw, Screencastify, EdPuzzle, etc. • Full licenses for all schools for Zoom with all functionalities if Google Meets does not have all of the needed features that Zoom does • Full licences for NewsELA and other platforms to support content within the model
Grading	<p>Traditional grading with consideration for excused absences as determined per health dept.</p> <p>Consider moving to standards-based for middle school with one overall letter grade.</p> <p>Consider modifying grading to focus on power standards</p>	<p>Given that there is in person instruction in this model, grading can primarily happen in similar ways.</p> <p>Update grading policies to specifically account for students who are missing work due to health or quarantine reasons that specify that there are no late penalties. Within this policy, develop a process for revising and updating grades.</p> <p>Elementary Report Cards will need to be analyzed and revised based on the updated curriculum work to ensure that they match the taught standards.</p> <p>For Phase 2: Do we at some point need a grading task force for each set of grade levels to discuss grading in the hybrid model? What types of assignments are we grading? How many? Do we want to consider a</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> • Combine standards on report cards into broader skill/content based areas because current Elementary report cards include too many standards for teachers to be able to grade in a remote setting. <p><u>Middle School:</u></p> <ul style="list-style-type: none"> • Grading is done through Google Drive <ul style="list-style-type: none"> ○ Parents have access to live grades ○ GC should now communicate grades with X2 • Academic report card sections shouldn't need too many adjustments given that grading can be done via Google Drive reflecting a typical grading scale <p><u>All Students:</u></p> <ul style="list-style-type: none"> • Behavior & Effort grades will be adjusted to Participation & Effort

			different method of reporting for 5-8 (Ex. Standards based? Letter grades instead of numerical?)?	<ul style="list-style-type: none"> Behaviors on Zoom or any other instructional platform will result in the student being removed from the platform <ul style="list-style-type: none"> X2 disciplinary referral will still happen Administration calls parent for inappropriate behavior during Remote Learning to build a path for them to return appropriately to the Remote Learning
Assessment	<p>Plan for assessment of skills through Iready and Fountas and Pinnell at each school.</p> <p>Develop a multi-faceted assessment plan to assess both student learning loss and student emotional needs.</p> <p>Assessment- train teachers on providing feedback and next steps with the goal being bi-weekly standard driven, project based learning with teachers facilitating through feedback.</p>	<p>To prevent diagnostic assessments using valuable in-person time during the hybrid model, we recommend the district choose a diagnostic that can be administered remotely.</p> <p>For Phase 2: The model will require new decision making around how we design and deliver assessments - What happens in person? Remotely? What types of assessments should be included?</p>	<ul style="list-style-type: none"> Possible ESGI Subscription to set-up Assessments for Kindergarten and 1st Grade students Utilize iReady as the primary means of assessment for Grades 2-8 SeeSaw (PreK- 1/2) and Google Classroom (Gr. 2-8) utilized to assess performance-based tasks Utilize Specialists, Allied Arts, or other staff to help with assessments that require 1-to-1 meetings X2 databasing of assessment data 	
Professional Development /Training	<p>Offer timely professional development on new digital curriculum platforms.</p> <p>DESE: Health and Safety Training</p>	<p>Identify staff who are willing and able to prepare PD and curriculum resources for the school year during summer of 2020, and identify the ways in which we can compensate people for that work (Ex - later time off, discussions with union, etc.)</p> <p>Develop differentiated training on technology that can be accessed remotely, so that teachers can self-train and offer follow up sessions during orientation, early release days, and/or office hours to support the implementation of the technology. (Examples - Introduction to Google Classroom vs. Advanced Google Classroom).</p> <p><u>ORIENTATION - AUGUST 2020:</u></p> <ul style="list-style-type: none"> Increase the amount of time for staff development prior to the school year and prioritize focus on the hybrid model (vision, roles, responsibilities, resources) <ul style="list-style-type: none"> Create common visuals, guides, and common language that are used at all schools to create consistency in messaging. Make the best possible use of in-person time by favoring discussion and training on skills required to perform in a hybrid model over informational items and mandated training that could be taken remotely. (Ex. watch a video of using an epipen 	<ul style="list-style-type: none"> In the initial weeks of Remote Learning, the 1 “student work” day would also be used for teacher training on any and all of the Remote Learning platforms Recommend moving the Election Day Professional Development from November to the Election Day on September 1st to give 2 days for PD at the beginning of the school year Fund Professional Development for teachers the week prior to the start of the school year. Possibly use a Flipped Classroom model for PD utilizing the videos created by Kara Wilkins followed by sessions for implementation and discussion Put together sessions that would allow offering PDPs for teachers for participation during both Orientation Day, September 1st (potentially), and the weekly Teacher Training days during the early part of Remote Learning on Student Work Days A bank of video resources would be made available to staff (and parents) to help navigate the platforms and understand the elements of the Flipped Classroom approach to instruction <ul style="list-style-type: none"> This bank of videos can grow to include explanations of grading, report cards, and any other element where staff/parents will need additional support 	

			<p>or read the staff handbook and submit a sign-off digitally).</p> <ul style="list-style-type: none"> ● Develop clear expectations for when and how to create and send updates on upcoming learning and student work to effectively partner with families in the hybrid model <ul style="list-style-type: none"> ○ Develop specific consistent trainings on how to use designated platform to create communications ○ Develop a grade-wide or school-wide plan to streamline communication to families for students that have multiple teachers (ex. Middle school students across classrooms) <ul style="list-style-type: none"> ■ Identify technological supports to ensure that teachers are able to accurately manage their student progress in the designated platform, and cohere with team members to send streamlined communication (Example - Google sites). 	<ul style="list-style-type: none"> ● Parent/family training <ul style="list-style-type: none"> ○ Explanations and resources around device care and use and multiple opportunities to learn how to use the technology that will be implemented in the school. ○ Explanation of roles and expectations within the remote model, and how to support their student(s). ○ All opportunities should be offered in multiple languages ○ Orientations for students could include community building activities, opportunities to process experiences of learning at home, introduction and training on how to access learning through platforms, expectations for learning during remote periods, etc
Operations & Safety	Meals, Recess, & Assemblies	<p>Meals/Cafeteria - Students eat in the classroom or outdoors when possible. Lines follow distancing guidelines.</p> <p>Recess - Outdoor weather permitting - otherwise in classroom (maintaining distance). Staggered recess, consider one class at a time depending on space available</p> <p>DESE: Face Mask Breaks (outdoors or windows open with at least 6 feet distance)</p> <p>No Assemblies or Large Group Gatherings</p>	<ul style="list-style-type: none"> ● Provide meals for students who are engaging in both in-person and remote learning. ● During “in-school” sessions, students have meals in school and follow the recommendations of the “full in person” planning group. ● Depending on the specific model adopted, evaluate the pros and cons of the following possibilities and choose the best fit considering: <ul style="list-style-type: none"> ○ Frequency of meal pick up (daily? Weekly?) ○ Differentiation for different student groups (Examples - younger students and students who walk may have difficulty carrying large bags/boxes of food home). ○ Costs to implement (transportation, staffing, cleaning). ● Collaborate with principals and other relevant stakeholders to create a specific plan that meets the facilities needs of the school. ● Possible options for consideration with varying pros & cons depending on the model chosen: <ul style="list-style-type: none"> ○ <i>Option One:</i> Have families sign up for the closest school to ensure numbers are accurate and have a school based team build a schedule for times and locations for meal pick up. 	<ul style="list-style-type: none"> ● Grab and Go Meal Sites continue daily meal service for students ● Reinstate meal delivery service for families not able to access meal sites <p>No Assemblies or Large Group Gatherings</p>

			<ul style="list-style-type: none"> ○ <i>Option Two:</i> Create a process for meals to be sent home with students when they are switching from in person to remote (Examples - a weekly meal box, or a multi-day meal bag). ○ <i>Option Three:</i> Buses drop off meals at designated locations where they can park for a certain length of time without disrupting traffic and be met by parents (Ex. New Hampshire process). 	
Bus Safety	<p>Bus - Every other seat/one person to a seat unless a family member living in the same household/seating chart for the bus</p> <p>Bus drivers and students must wear masks on the bus as per DESE guidelines (no age designation)</p> <p>Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. Open windows when possible.</p> <p>Question: Need for bus monitors to insure students stay distanced?</p> <p>Cleaning and disinfecting frequently touched surfaces on the bus at least daily. Airing out buses when not in use.</p>	<p>See Full In-Person recommendations for bus safety</p> <p>We acknowledge the needs to streamline transportation so that the costs do not increase dramatically. We wonder what is feasible and cost effective?</p> <p>We recommend reviewing plans from the “full in-person” and connecting with district transportation advisors to consider some of the following ideas:</p> <ul style="list-style-type: none"> ● Neighborhood schools ● Re-evaluating the mileage eligible for transportation ● Find ways to encourage walking/cycling ● Having close proximity schools share routes 	N/A	
Health Screening & Protocols	<p>Families are asked to monitor symptoms at home (will be sent home in native language) and to provide face coverings which can be washed daily.</p> <p>Sanitizer provided throughout the day (beginning of the day, bathroom breaks, before/after lunch, removing/putting on one’s mask, dismissal)</p> <p>Schools will need to develop isolation and discharge protocols for students who may become ill during school day</p> <p>Protocol developed for a student testing positive for COVID</p> <p>Protocol developed for students if a family member tests</p>	See Full In-Person recommendations	<ul style="list-style-type: none"> ● Provide resources for families experiencing symptoms or health emergencies as needed ● If there is a need for staff or families to enter school buildings; <ul style="list-style-type: none"> ○ All safety precautions and social distancing guidelines from the state will be enforced ○ Any staff or family member who displays symptoms will not be allowed into the building ○ Any staff or family member who has tested positive for COVID or been in contact with someone who tested positive for COVID will not be allowed into the building until the specified quarantine/no symptom period has been followed 	

		positive for COVID- how frequently will the student be tested?		
PPE Requirements for Students and Staff	<p>Install plexiglass barriers in the main office/central office for visitors</p> <p>Masks worn and provided by families. Masks available for students if they do not have them or if not adequate/clean. Face coverings are mandatory for Grade 2 and above and are highly recommended for those younger than Grade 2. Face shields may be used for students who are unable to wear masks due to medical, behavioral, or sensory issues. Transparent masks are recommended for those who need it instructionally, such as engaging with people with hearing issues, teaching phonics, etc.</p> <p>Allow staff to wear other appropriate PPE as desired (i.e. gloves for students who require hand holding/hand-over-hand assistance and face shields for students who may spit)</p>	See Full In-Person recommendations	<p>Would be required in accordance with state guidelines for:</p> <ul style="list-style-type: none"> ● Staff that is housed in the building (if able) ● During the pick up/drop off at the school of any materials to support Remote Learning ● Any staff members or families that require access to the buildings will be required to follow PPE guidelines established by the state 	
Social Distancing Requirements	<p>In the classroom, students sit in rows as far apart as possible (Teachers may have to eliminate shared tables and rugs for the time being or have clearly identified spaces to sit on the floor (tape markers, hula hoops, carpet squares) A minimum physical distance of 3 feet by the DESE but leading medical coverage calls for 6 feet. Desks must be spaced six feet apart (but no fewer than three feet apart) and facing the same direction. Would we be allowed perimeter seating?</p> <p>Each school must determine the maximum number in a classroom based on square footage of each classroom. Alternative spaces in the school (such as the library, cafeteria, etc.) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.</p> <p>Students have their own “school supplies” (no sharing) Anything shared (centers, etc.) should be minimized or thoroughly cleaned between student use.</p> <p>Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)</p>	See Full In-Person recommendations	<ul style="list-style-type: none"> ● Would follow the guidelines established by the state and reflect the structures in both the In-Person and Hybrid models if there were staff/students needing access to the school for resources and/or training opportunities 	

		<p>Floor and other markings to indicate where students should line up to maintain proper distance in classrooms, hallways, shared spaces, and outside on recess yards and playgrounds</p> <p>Signage throughout the building to remind students and staff about hand washing, social distancing, hand sanitizing, covering coughs/sneezes</p> <p>All students must remain 6 feet apart at all times to comply with medical guidance and 3 feet with masks to comply with DESE guidance</p> <p>Ropes with designated knots to help visualize 6 feet apart during hallway transitions (only special populations may touch the rope when assigned specific spots in line)</p> <p>Bathroom pass: one student allowed at a time, cleaning in between each student</p> <p>In cases when distance is not possible, such as diaper changing, nursing care, etc., nurses and staff must take precautions, including eye protection (face shield or goggles), masks, gloves, disposable gowns, or a washable outer layer of clothing.</p>		
	<p>Arrival , Dismissal, & Transitions</p>	<p>Staggered drop off and pick up, parents must wear masks</p> <p>Allow staff to wear other appropriate PPE as desired</p> <p>Walkers dismissed maintaining social distance</p> <p>All staff/students/parents enter through the same door</p> <p>Handwashing or Sanitizer upon entering the school and at dismissal</p>	<p>See Full In-Person recommendations</p>	<p>“Arrival” and “Dismissal” at school in our plan would be all virtual, but social distancing guidelines will be followed based on state recommendations for any situations where students/staff need to access the buildings</p>

<p>Discipline, Safety and Evacuation Procedures</p>	<p>Students/Staff will maintain current safety plan/evacuation procedures while following best practices regarding social distancing</p> <p>In emergency situations, the safety and security of students and staff take priority over social distancing. Once in a safe and secure location whether outside or at a rally point, we will attempt to use best practices related to social distancing. Also, reunification points will use more space to meet social distancing requirements. We will assess rally points and reunification points to ensure that more space is available.</p> <p>Fire/Evacuation Drills practiced class by class versus whole school</p>	<p>See Full In-Person recommendations</p>	<p>Any and all safety or crisis planning will be done by the families in their homes</p> <ul style="list-style-type: none"> Resources will be provided for families who are dealing with safety or crisis situations Families should utilize emergency response agencies in the city for immediate safety concerns or crisis intervention <p>In the event that a staff member sees or hears something concerning in the home of a student through the digital platforms, the staff member will alert the school administration</p> <ul style="list-style-type: none"> Administration will decide about how to proceed with regard to filing a 51A or contacting the Lowell Police Department If the staff member disagrees with the administration's decision, they are able to also file a 51A on their own and/or contact the Lowell Police Department <p>Disciplinary concerns will be recorded in X2 and school administration will work with the family of the student to address the behaviors/disciplinary concerns</p>
<p>Infrastructure Demands/Other Considerations</p>	<p><u>Allied Arts:</u> Arts: individual student materials P.E. Class - consider Allied arts schedule the same for extended period of time with the same group, switch after a few wks (cycled schedule) Music: individual student materials Technology class: sanitize hands before/after leaving class *cleaning schedule after each class leaves the Allied arts area</p> <p>HVAC - Ensure ventilation systems operate properly, filters changed (record date) and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff</p> <p>Install portable room or window AC units in classrooms without AC if masks are required if allowed by the City of Lowell DPW</p> <p>Provide cleaner for desks and chairs (cleaned at specific intervals/when changing classes)</p> <p>Bathrooms/water bubblers cleaned at certain intervals throughout the day/limit on number of students allowed into the bathroom at one time. Post signage about washing hands correctly - OR - Close drinking fountains that require contact</p>	<p>See Full-In Person and Remote Learning recommendations</p>	<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 Families/students in need of Internet access will be given access to school WiFi in order to complete their Remote Learning

		<p>for use. Motion activated or touchless drinking fountains are acceptable for use only when filling cups, water bottles, or other receptacles. Make water available to students if bubblers cannot be used..</p> <p>“Sick students” - separate area for students to be sent to the nurse if suspected of COVID Students travel with the same group of students throughout the day including AA</p> <p>Teachers break rooms cleaned at specific intervals throughout the day.</p> <p>High touch areas cleaned throughout the day.</p> <p>Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)</p> <p>Explore possibility google/zoom meeting to teach core academic areas to other groups of students</p> <p>Install plexiglass barriers in the main office/central office for visitors</p> <p>Ensure that there are adequate provisions for the storage of child and staff belongings so that they do not touch.</p> <p>Outdoor classrooms in use to extent possible</p>		
Human Resources	Required Staffing Needs	<p>Remote teachers for opt-out students</p> <p>Building-Based Substitutes</p> <p>PD for tech-based teaching tools (Google Classroom, SeeSaw, Screencastify, LMS)</p> <p>Assist tutors and paraprofessionals with BA or higher degrees with obtaining emergency educator licensure to be able to step into short and long term needs due to illness and quarantine-required absences</p>		<p>PD for new platforms (REMIND, Google Classroom, SeeSaw, etc)</p> <ul style="list-style-type: none"> • During Student Work Days early in the Remote Learning process <p>Staff members who have inconsistent Internet access at their homes will be allowed to utilize the school to provide them more consistent Internet access</p>

	Job Description Impacts	<p>Staff will assist with wiping down/sanitizing general work area/classroom/office</p> <p>Paraprofessionals can supervise classes where virtual instruction is taking place</p> <p>Request staff restrict summer out of state travel/quarantine for 14 days prior to the reopening of school.</p> <p>Request that staff do not travel to areas with high-infection rates during school vacations</p>	<ul style="list-style-type: none"> Allied Arts & Shared Staff: For the small number of Allied Arts and other shared staff who travel between buildings, we need a plan to be in person at one school and supporting other schools remotely to minimize contacts and align more closely with health recommendations. Differentiated Staff Roles: Staffing considerations will need to be made for staff that are unable to return to in-person teaching and how that is determined, as well as who will support remote learners while teachers are in-person with the other students. Job Descriptions (HR): Given health and childcare needs in this model as well as the uncertainty around DESE guidance whether or not schools in Massachusetts and New Hampshire will use the same models, create varied job descriptions (full in-person/full remote/ blended teaching) in collaboration with Human Resources, unions, and other relevant stakeholders. <ul style="list-style-type: none"> Create a pathway where teachers are able to express their needs and a process to match those needs with district staffing needs. 	<p>Job descriptions & expectations NEED to be flexible in order to ensure everyone is contributing to the success of Remote Learning</p> <p>Include Paraprofessionals and School Clerks in MOAs</p> <p>Sub-separate programs & Early Education need to have access to classroom, hands-on materials on a weekly basis</p>
	Accommodations for high-risk staff	<p>Allow documented high-risk staff to bid for remote learning positions</p> <p>Early retirement incentive</p> <p>Leave of Absence Option for 2020-2021</p>	See Full In-Person recommendations	<p>Potentially a part of our permanent Remote Learning teams</p> <p>Provide exemptions from being present at any tasks that would require face-to-face interactions</p>
	Substitute Impacts	<p>Building-Based Substitutes</p> <p>Long-term substitute pool needed (BA+)</p> <p>*See contractual impacts</p>	We believe that having one or more building substitute(s) per school would support health and safety by minimizing exposure; this would have a financial implication in staffing.	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	<p>Hand sanitizer dispensers for every classroom, building entrances and exits, and workspace in building</p> <p>Mats on floors underneath sanitizer pumps to prevent wax damage/slip and falls</p> <p>100 masks per 100 students per week</p>	<ul style="list-style-type: none"> Digital Curriculum: Staff across the district are utilizing digital resources that have been provided for free. We will need to budget to cover licenses for digital resources that are being used at higher capacities during remote learning and manipulatives that can't be shared. Materials: Collaborate with principals and school site councils to understand current decisions around budgets and supply and then ensure that any required materials/supplies are 	<ul style="list-style-type: none"> X2 & Google Classroom - Licenses already owned Remind - \$4-\$5 per student <ul style="list-style-type: none"> Plan B: Free version Screencastify - \$1-\$2 per student <ul style="list-style-type: none"> Plan B: Free version(?) Zoom (if Google Meets does not include all the required functionality) - \$300-600 per license depending on "add ons" included

		<p>Specialized PPE for staff and nurse, such as face shields, gowns, etc.</p> <p>Costs for signage</p> <p>UV lights for disinfecting</p> <p>HVAC upgrades</p> <p>Portable sinks for classrooms with none</p>	<p>accessible to students both at home and at school.</p> <ul style="list-style-type: none"> ● Translation: In order to effectively partner with families and the extended Lowell community, translation will be needed for orientations, ongoing updates, and two-way dialogue opportunities to partner with families and community partners to support students while in their remote learning experiences. The committee recommends exploring if the existing translation services are enough to manage those needs. <ul style="list-style-type: none"> ○ We recommend using this planning time to connect with community partners to identify new and additional resources (Examples include hospitals, colleges, community groups, churches, etc). Additionally, we recommend publishing those resources in a guide or website with contacts to the school community so that schools, and teachers can access those resources consistently. ● Safety Materials (PPE, cleaning, etc): Once a specific hybrid model is decided, costs will need to be considered as different groups of students attend at various times. 	<ul style="list-style-type: none"> ○ Plan B: Free version ● EdPuzzle - \$1-\$2 per student <ul style="list-style-type: none"> ○ Plan B: Utilize only Screencastify ● SeeSaw - Only for PreK-2 <ul style="list-style-type: none"> ○ \$4-\$5 per student ○ Plan B: Free version ● Hands-on materials to be delivered to students as needed to support Remote Learning <ul style="list-style-type: none"> ○ Cost based on school, program, student needs ● Need to get laptops for Paraprofessionals and Tutors <ul style="list-style-type: none"> ○ Utilizing refurbished MacBook carts at each school is an option ● PD budget provided to each school to provide proactive training for staff in the week leading up to Orientation Day (and ideally) the second PD day on 9/1 <ul style="list-style-type: none"> ○ \$25,000-\$30,000 per school ● Curriculum & content development teams to create, organize, and vet resources for use within the Remote Learning model in all subject areas <ul style="list-style-type: none"> ○ \$20,000-\$30,000 per school ● Additional license through Curriculum Office for all schools <ul style="list-style-type: none"> ○ \$113,000 (would cover all schools)
Staffing Costs	LTS for staff needing to quarantine or who choose to take a LOA	Additional staffing considerations should ratios be lower than current 25/1 elementary or 30/1 middle school	<ul style="list-style-type: none"> ● Building Based Substitutes 	<ul style="list-style-type: none"> ● Funding for planning time/teacher training outside of contracted hours or before the school year begins
Contractual Impacts	*See above under Human Resources	<p>Allow paraprofessionals and tutors to be placed in temporary short and long-term substitute positions and allow employees to move back and forth between roles as needed to ensure instructional continuity and reduce the need for outside substitutes</p> <p>Adjust expectations for maintaining a uniform platform for parent and student communication regarding curriculum, assignments, etc.</p> <p>Revise educator evaluation criteria to account for pedagogical shifts due to social distancing</p>	<ul style="list-style-type: none"> ● 	<p>Negotiations needed:</p> <ul style="list-style-type: none"> ● Flexibility of job descriptions ● Agreed upon expectations for paraprofessionals, clerks & tutors ● Exchanging PD day for teachers (Nov. 3) for the Election Day off for teachers (Sept. 1) <ul style="list-style-type: none"> ○ This creates back-to-back training days for staff prior to school opening

<p>Addressing the Needs of Students</p> <p>* **Plan developed following guidelines provided by the Department of Early Education and Care: MASS Reopen Guidelines</p> <p>*Additional guidelines for early</p>	<p>Mainstream Special Education</p>	<p>Concentrate students with services in designated classes to limit the number of classes with which service providers interact</p> <p>Continued planning in Phase 2</p>	<p>DESE GUIDANCE:</p> <ul style="list-style-type: none"> In order to support our students with special needs, we will need to consider that DESE is continuously updating their guidance, and plan to adjust accordingly. <p>DIFFERENTIATED SCHEDULES & SUPPORTS:</p> <ul style="list-style-type: none"> Design school schedules to support Special Education and English Language Learners to both access the general curriculum and receive specialized services. Use a platform like zoom or google meet to create synchronous opportunities during the hybrid time to practice oral language with peers and teachers for English Language Learners and students with speech or related services. Utilize teletherapy when appropriate in collaboration with families, and considering the needs of the student in order to equitably support them as determined by the teams creating their IEPs and 504 plans. We recommend utilizing in person time to prioritize services that cannot be delivered remotely, for example components of physical and occupational therapy. <ul style="list-style-type: none"> Implementing teletherapy will require new training for staff. Increase time in person up to full-time for both newcomer ELLs and substantially separate groups (Ex. LEAP, CSA, etc). Schedules for English Language Development and Special Education staff will need to be created to ensure services are delivered and requirements are met. Staff may need schedules that look different than other roles (remote, in-person, both). <ul style="list-style-type: none"> Create opportunities for co-planning to provide support skill development in multiple settings and shared google classrooms and/or zoom sessions 	<ul style="list-style-type: none"> SPED teachers will be assigned as co-teachers in the Google Classrooms/SeeSaw Accounts of the HRs where they support students SPED teachers will be expected to run small groups and/or breakout rooms within the mainstream content blocks <ul style="list-style-type: none"> Friday is also a day for small group/individual support for students on the Student Work Day Special Education Testing Plan: <ul style="list-style-type: none"> Remote evaluations are not reliable and/or valid and cannot be defended in court or at BSEA In-school face to face assessment is most reliable with valid results <ul style="list-style-type: none"> Designated rooms in schools will be provided with social distancing precautions and protocols in place Appointments for assessment will be done following the ECC model In the event that families miss appointments: <ul style="list-style-type: none"> Transportation will be provided as needed The team will be flexible with dates/times for meetings The team will proactively communicate with families prior to their scheduled appointments The district will offer extended timelines to families if they continually are missing appointments or are uncomfortable with face to face testing Not all re-evaluations require face to face assessment <ul style="list-style-type: none"> Use of re-eval (REED) process to determine re-evaluations that do not require face to face assessment to requalify students <ul style="list-style-type: none"> This only applies to certain cases Process was piloted in the spring Can be done virtually IEP meetings can be scheduled during the 1-3PM block available because staff is still required to be on duty during those times
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childhood and substantially separately LEAP, CSA and Adie school students				<ul style="list-style-type: none"> ○ The meetings will be scheduled for 30-45 minute time frames
	Sub-Separate Special Education	<p>Training parents in strategies used in school Providing videos and social stories to prepare for return Integrate technology appropriately (Seesaw, Class Dojo, Google Classroom, LMS) Allow wearing of face shields/alternative PPE</p> <p>Provide visuals for sanitation and hygiene throughout the building</p> <p>Continued planning in Phase 2</p>		<ul style="list-style-type: none"> ● Programs will follow the same “frame” for the schedules of the mainstream schools, but will individualize the Content blocks to meet the specific needs of their students ● Allied Arts scheduling will need to be created at these schools around the Allied Arts obligations at other schools <ul style="list-style-type: none"> ○ This may require an adjustment of the overall schedule, which this team will work with each school on building ● Each program will have the flexibility to use any of the “platforms” identified in the plan for their students <ul style="list-style-type: none"> ○ For example, a program/alternative school may choose to use SeeSaw all the way up from K through 12 or may choose to utilize Google Classroom solely ● There may be some additional recommendations for licenses for programs/platforms for these programs individually <ul style="list-style-type: none"> ○ For example, BoomCards for the CSA programs ● Attendance expectations will be the same as with every other school in that students MUST attend the first period of the day to be marked “present” <ul style="list-style-type: none"> ○ Schools will work individually with families/cases to develop plans for students who are not meeting that expectations consistently
	ESL	<p>All communication provided in home language</p> <p>Group students together in cluster so ESL teacher/para/tutor can remain in class</p> <p>Signage in high-incidence languages with pictures</p>		<ul style="list-style-type: none"> ● ELL teachers will be assigned as co-teachers in the Google Classrooms/SeeSaw accounts of the HRs where they support students ● ELL teachers will be expected to run small groups and/or breakout rooms within the mainstream content blocks <ul style="list-style-type: none"> ○ Friday is also a day for small group/individual support for students on the Student Work Day ○ For Emerging ESL students, these groups will need to be more consistent and intensive based on the needs of the students
Opt-Out Procedures	<p>Optional Remote Learning Program with centralized instructors and administrator</p> <p>Open & consistent communication with families, including initial and ongoing information sessions</p>	See Remote Learning recommendations	<p>Remote Learning would be the Opt-Out option for families in the In-Person and Hybrid models</p> <ul style="list-style-type: none"> ● There is no ability to Opt-Out of Remote Learning if the health crisis causes school buildings to be closed again 	

Early Childhood	<p>Reach out to daycare providers as they reopen to see what strategies are working for them</p> <p>Carpet squares to help with distancing</p> <p>Table dividers/partitions as needed to promote distancing</p> <p>Provide iPads/touchscreen tablets for PreK students</p> <p>Continued planning in Phase 2</p>	Recommended for further discussion in Phase 2 regarding the frequency of their in-person attendance	<ul style="list-style-type: none"> • This population of students requires access to hands-on materials and resources <ul style="list-style-type: none"> ○ Schools will work to ensure that these materials/resources are available to the students on a weekly basis • District is also looking into the feasibility and effectiveness of providing this population iPads in the 1-1 device rollout <ul style="list-style-type: none"> ○ This will happen for the CSA PreK population for sure, but the numbers, feasibility, and usefulness of doing it for mainstream will be researched 	
Limited Income	<p>Providing individual school supplies</p> <p>Provide PPE</p> <p>Continue to provide weekend food bags/ Partner with End 68 Hours of Hunger</p>	See In-Person and Remote Learning recommendations	<ul style="list-style-type: none"> • These students follow all of the same guidelines as the other students and would be provided a 1-1 device • The district would seek out solutions for Internet service for this population of students • The schools and district would provide access to resources to meet basic needs such as food availability, clothing donations, and toiletry supplies through collaborations with Aramark and Catie's Closet 	
Limited Technology and/or Internet in the Home	<p>Assist families with completing Comcast Essentials Applications</p> <p>Establish support fund/partnership with Comcast to help families get started with Comcast Essentials (see New Bedford Public Schools)</p> <p>Videos on what to expect for parents/students to view before returning</p> <p>Tutorials for students/parents on phone or videos or through Google Meet/Zoom</p> <p>Continued planning in Phase 2</p>	<p>INTERNET ACCESS:</p> <ul style="list-style-type: none"> • Commit to consistent, high speed internet access for all students to ensure that students can access learning experiences at home. <p>POLICY CREATION:</p> <ul style="list-style-type: none"> • Given that students will have district provided chromebooks to take home, the group recommends the creation of parent/guardian agreements and policies for chromebooks at home that specify expectations of use, care, and more as the district implements a 1 to 1 technology initiative. 	<ul style="list-style-type: none"> • District is rolling out a 1-1 ratio for students to devices <ul style="list-style-type: none"> ○ Every LPS student will be assigned a Chromebook or laptop when school opens • Students who do not have Internet access will be allowed to utilize the school for their Remote Learning requirements 	
Social Emotional Needs	<p>Videos on what to expect for parents/students to view before returning</p> <p>Hand gesture greetings to replace hugs, high fives, and hand shakes</p>	Social Emotional Curriculum: Prior to the school closure, schools and district staff were considering options for social emotional learning. We recommend connecting with district staff leading social emotional learning to determine if/which social emotional learning curriculum was purchased, and what needs to be adapted to ensure it works with social	<ul style="list-style-type: none"> • This can be incorporated into the HR period during the first period of each instructional day <ul style="list-style-type: none"> ○ Teachers can identify students who need additional "check-ins" done by social worker and/or SEL staff for significant concerns utilizing 	

		<p>Telehealth counseling for students who typically see outside counselors in school Implementing social/emotional curriculum daily</p> <p>Enhanced routine-setting for newly-developed hygiene and distancing procedures</p> <p>SEL curricular activities for first 2 weeks of school over academics to build relationships and ease into school year</p> <p>Movement (recess, gym, brain breaks)- more throughout the day, staggered schedule for classes to go to recess</p> <p>Continued planning in Phase 2</p>	<p>distancing requirements.</p> <p>Social Emotional Needs: We strongly recommend prioritizing students' social-emotional needs in the hybrid model throughout the year.</p> <p>Orientation Experiences:</p> <ul style="list-style-type: none"> ● Given the experience of students during the emergency school closure in the 19-20 school year, we anticipate that they will have even greater social and emotional needs than previously. We also feel that there is a need to (re)build links with the community. Additionally, given the fact that the model will be new and different from the teaching model required when schools closed in the spring of 2020, we recommend joyful, proactive “orientation” experiences for families and students to help them understand the new model. These should be held in the week leading up to and/or during the first weeks of schools. <ul style="list-style-type: none"> ○ Families: Develop multiple ways for families to engage at the beginning of the year so that they understand the model (Examples - zoom, outdoor in-person, small language-based groups with translators, etc). <ul style="list-style-type: none"> ■ Highlight specific opportunities that are different than remote learning that will benefit their child (Example - live opportunities to engage, etc). ■ Include explanations and resources around device care and use and multiple opportunities to learn how to use the technology that will be implemented in the school. ■ Include explanation of roles and expectations within the hybrid model, and how to support their children. ■ All opportunities should be offered in multiple languages. ○ Students: During the first weeks of school - include community building activities, opportunities to process experiences of learning at home, introduction and training on how to access learning through 	<p>teletherapy or conferencing</p> <ul style="list-style-type: none"> ● Additional work can be done during the Friday Student Work Day within small groups as needed ● Incorporate online resources such as Second Step to help support SEL work with students remotely
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			<p>platforms, expectations for learning during remote periods, etc.</p> <p>STAFF & SCHEDULES: Use the experience of the spring and the ways in which schools worked differently to support students to evaluate staffing for supporting students social emotionally (social workers, counselors, family liaisons, translators, etc). Determine ways to allocate time and if additional or different resources are necessary for home visits, attendance/engagement support, etc.</p>	
	Basic Needs	<p>Catie's Closet</p> <p>Access to hand sanitizer and opportunities to wash hands frequently. Teachers and staff instructing how to sanitize and wash hands properly</p>	See In-Person and Remote Learning recommendations	<p>Catie's Closet will continue to stock clothing & toiletry needs at each school</p> <p>Aramark will continue to provide food truck service at strategic locations throughout the city for breakfast & lunch for students</p> <ul style="list-style-type: none"> Students/families who cannot access those trucks will be incorporated into a food delivery system designed by the district
	Accommodations for high-risk (medical) students	<p>Access to nurse</p> <p>Access to handicap bathrooms</p> <p>Allow for early transitions for arrival/dismissal, lunch, etc.</p> <p>Develop health plans for immune compromised students which may include physician-advised accommodations, larger social distancing, increased PPE use, etc.</p>	See In-Person recommendations	Within the Remote Learning model, all high-risk/medical students would be working from home
Community Impacts	Child Care Implications for Staff	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>Staff members of the Lowell Public Schools and the families we serve will encounter new challenges in childcare when students are not in school.</p> <p>We recommend identifying community partnerships for childcare (Boys & Girls Club, UTEC, CTI, Greater Lowell Technical School Early Childhood Program, etc.), and highlight the need to explore this issue in much more depth.</p> <ul style="list-style-type: none"> Collaborate with chosen community partners to have them understand the hybrid model and actively support remote learning. 	<ul style="list-style-type: none"> State is considering classifying school staff as "essential", which would open up emergency child care options for school staff Schools would work with individual staff members around their child care needs to ensure that staff member was able to fulfill responsibilities/expectations while also being able to care for their own children <ul style="list-style-type: none"> This would be linked to the flexible job descriptions required to make this plan work because these cases would need individualized solutions for staff members

			<p>The team anticipates that the demand will exceed the spaces community partners have, and would recommend creating options for “alternate sites” where consistent groups of students in remote learning can meet with volunteers/tutors. This partnership should be coordinated by the district and vetted through CORI checks.</p>	<ul style="list-style-type: none"> ● Utilize empty schools as an emergency child care option for staff in need <ul style="list-style-type: none"> ○ They could do their own Remote Learning instruction in a separate room in the school while child care is provided in other areas of the school ○ Staffing could incorporate paraprofessionals to supervise the children and support them in their own remote learning <ul style="list-style-type: none"> ■ 6 per classroom and follow all assigned social distancing guidelines from the state
	Child Care Implications for Families	Offer buses to before/after School CTI/YMCA/B & G Club programs- must spread out drop offs		<ul style="list-style-type: none"> ● Utilize empty schools as an emergency child care option for families in need? <ul style="list-style-type: none"> ○ Create an application process? ○ Staffing could incorporate paraprofessionals to supervise the children and support them in their own remote learning <ul style="list-style-type: none"> ■ 6 per classroom and follow all assigned social distancing guidelines from the state
	Traffic	Additional buses to accommodate distancing needs Route efficiencies to reduce amount of time on bus	See In-Person recommendations	Traffic patterns for Tech Tent days at schools and lunch distribution will be designed by school administration to adhere to any and all social distancing guidelines established by the state
	Volunteers /Guest Speakers/ Field Trips	No visitors/volunteers/field trips	<p>Given that there are new possible staffing needs, we encourage partnership, when possible, to identify parent/family/current college students/recent graduate volunteers to support school needs. If explored, we would recommend considering how to continue to meet the health and safety needs determining ways community volunteers could be most effectively utilized.</p> <ul style="list-style-type: none"> ○ Reach out to PTOs at each school as a resource to coordinate and recruit volunteers ○ Utilize volunteers to support remote learning experiences to support engagement, academic skill building, translation and language support, etc. <ul style="list-style-type: none"> ■ Identify volunteers from community partners (Examples - parents, students at UMASS Lowell who are working towards certification, volunteers in the early childhood program at Greater Lowell Technical School). 	<ul style="list-style-type: none"> ● All volunteers & speakers to classrooms would be through virtual platforms ● The CORI process will follow district guidelines ● All field trips would be through online sites or virtual platforms

	Outside Agencies in Schools (DCF, Counselors, etc.)	Telehealth sessions highly recommended	<ul style="list-style-type: none"> • Outside agencies and counselors will be able to communicate and interact with staff virtually or through non-interpersonal correspondence • In the situations where the agencies and counselors will need to interact with students, proper releases and teletherapy guidelines will all be followed • The standard release policies will continue to be enforced 	<ul style="list-style-type: none"> • Outside agencies and counselors will be able to communicate and interact with staff virtually or through non-interpersonal correspondence • In the situations where the agencies and counselors will need to interact with students, proper releases and teletherapy guidelines will all be followed • The standard release policies will continue to be enforced
	Use of Facilities Permits	No Use of Facilities Permits outside of contracted child care/programming agencies	No Use of Facilities Permits outside of contracted child care/programming agencies	This process will be at the discretion of the district given that students will not be occupying the building in this model
Extra Curriculars	Sports	<p>SPORTS - Follow protocols for physical education classes. In general, limit activities to within each individual school and limit activity to non-contact sports</p> <p>Offer school-based "club" version of intramural sports for middle school following same protocols for PE (i.e. Cross Country Club)</p> <p>Follow protocols for physical education classes. In general, limit activities to within each individual school and limit activity to non-contact sports. Operate cross country like a running club, with different grades running on different days (i.e. 5th grade on Mondays, 6th grade on Tuesdays, etc.) If the conditions permit, hold a middle school cross country invitational at the end of the season in the fall. Determine status of winter and spring sports in the fall.</p>	See In-Person recommendations	<p>After school sports teams will be held to the protocols and guidelines established by the state with regard to safety precautions and social distancing</p> <ul style="list-style-type: none"> • If the guidelines do not allow for sporting teams to exist, then the school teams will not organize sports teams while Remote Learning is in place • The schools will communicate and coordinate with local youth sports organizations and follow the same guidelines
	Before and After School Programs	<p>Offer 21st Century, ASOS, Turnaround, and other after school programming with the same sanitizing and distancing protocols used during the school day</p> <p>Outside program vendors (i.e. Tae Kwon Do, etc.) may be accessible for Zoom instruction only</p> <p>Prioritize academic recovery programs for vulnerable</p>	See In-Person recommendations	Virtual and online options will be investigated for before and after school opportunities for students

		<p>populations and students who did not engage in remote learning during the spring '20 school closure</p> <p>After school is dismissed, students need to go to an area of the school where they can safely socially distance until the activity/program starts.</p> <p>Temp check and sanitizer upon entering the designated waiting area for after school programs to start</p> <p>Distribute snacks at the location of the activity</p> <p>Students/staff should wear masks where applicable</p> <p>Any safety / social distance protocols that apply during the school day, apply for before and after school activities as well</p> <p>Clean area before each after school activity begins</p> <p>Before and after school programs only run by an in-school staff member (or with partner agencies with a contract to use our buildings). Identify one bathroom for the program to maintain sanitization standards.</p> <p>Upon conclusion of after school programs, dismissal procedures will follow the same protocols as for the end of the school day - staff/students/parents will enter/exit building through one door. Dismissal will be staggered. Bus transportation from after school programs will follow same guidelines as in the morning/afternoon.</p>		
	<p>Clubs, School-Wide Events, & Activities</p>	<p>MUSIC - music programs should only occur if a large space is available and students are able to spread out. Students playing string or percussion instruments can wear masks. Students playing wind instruments need to be at least 12 feet apart.</p> <p>CHORUS - choral programs should only occur if a large space</p>	<p>See In-Person and Remote Learning recommendations</p>	<p>All clubs and activities will be transitioned to online or remote versions such as STEM Clubs, Art Clubs, and Knowledge Bowl</p>

		<p>is available and students are able to spread out. Students should be at least 12 feet apart.</p> <p>OTHER EVENTS - No use of facilities for evening social/recreation activities for school-sponsored, PTO and outside organizations (i.e. ice cream socials, dances).</p> <p>Open house (back to school night) and fall parent/teacher conferences are done virtually.</p> <p>Parent teacher conferences in the fall are virtual; reassess for conferences in the spring.</p>		
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