

Lowell Public Schools

Return to School Task Force Scenario Plans

July 30, 2020

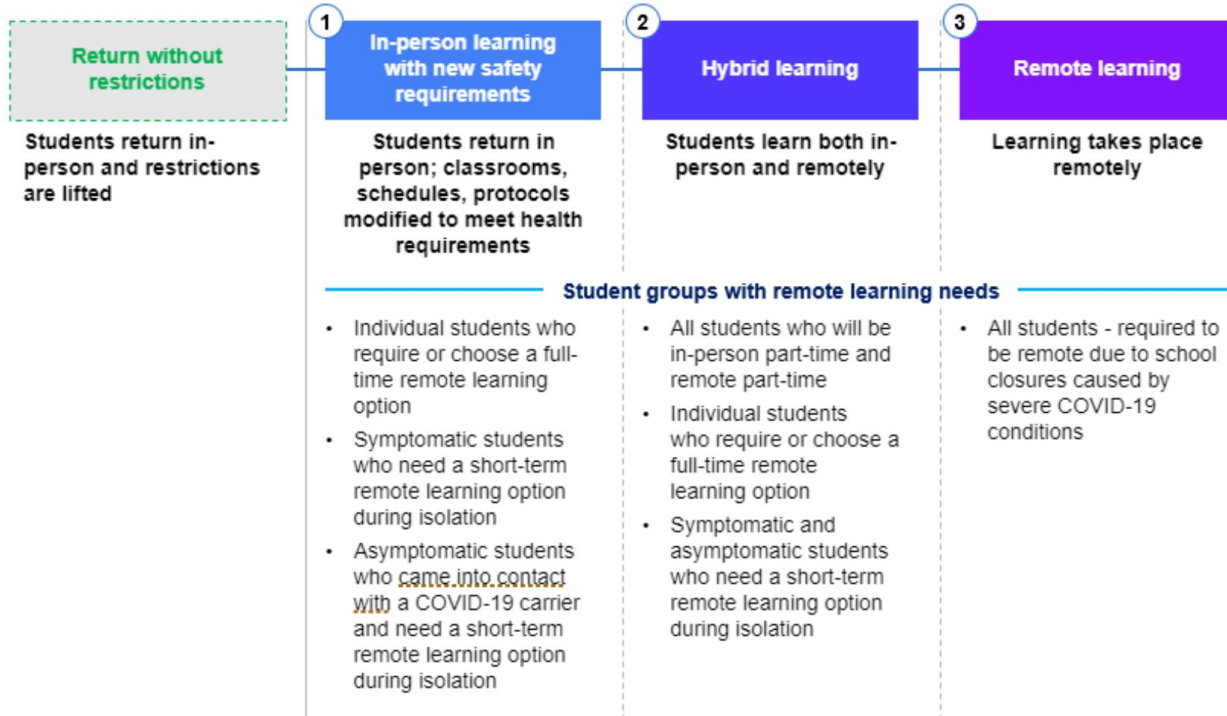




Agenda:

- DESE Continuum
- Full, In-person scenario
- Hybrid scenario
- Remote scenario

Continuum of fall reopening models



Required DESE Submissions

Overview of Two-Step Process for District Reopening Plan Submissions

Districts will submit their reopening plans to DESE through a two-step process:

- **Step 1: By July 31**, districts must complete and submit a *preliminary reopening plan summary* to DESE. Districts will fill out an [online form](#) that consists of two parts, which are outlined below and detailed later in this document. This form will allow DESE to collect key summary information about districts' reopening models and other planning considerations.
- **Step 2: By August 10**, districts must finalize their *comprehensive plan documents*, submit them to DESE, and release them publicly to their communities. This additional time will provide districts with an opportunity to incorporate any desired changes based on additional guidance DESE may release later in July, such as guidance on transportation and athletics. We strongly recommend that you work with your school committee (or equivalent board) on policy questions relevant to the final plan before submission.



Teaching & Learning: Full In-Person

- **Grade-level instruction/Massachusetts curriculum frameworks**
 - Allied Arts longer rotations & in classrooms
 - Starting the day with advisory/morning meetings to build relationships and assess student needs
 - Social Emotional needs prioritized
 - Technology-infused vs. paper (push curriculum out through See Saw or Google Classroom)
 - Eliminate traditional pairing/group work requiring physical proximity, such as turn and talks
 - Follow current attendance, assessment, and grading policies



Operations: In-Person

- Safety & PPE Instruction and Training for staff and students who are in the school building
- Masks and PPE & Infrastructure (plexiglass, etc.)
- Sanitation schedules and equipment
- Revamped schedules for staggered arrival & dismissal, outdoor mask breaks, meals in rooms
- Storage for tables and large pieces of furniture; need desks instead of tables in some rooms
- Transportation—more buses and routes
- Health screening advisories for all families and staff in multiple languages
- Isolation rooms and exposure protocols
- Bathroom social distancing & Hand hygiene
- Airflow and Room Temperature assessments & remedies
- Individual materials for students—no sharing
- Need virtual option for high-risk students



Family & Community Engagement: In-Person

- All communication provided in home language
- Increase use of language line, bilingual staff (especially for Khmer) and apps with translation in outreach with families
- Health & Safety training in native language
- Frequent check ins with students & families
- Limit Use of Facilities Permits to Contracted Child Care
- No volunteers/visitors to the buildings
- Continue services to families, such as Catie's Closet and food pantry distributions



Teaching & Learning: Hybrid

- **Grade-level instruction/Massachusetts curriculum frameworks**
 - Regular School Hours, but rotation of in-school days
 - 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.”
 - 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) with opportunities to be synchronized as much as possible with the in-school schedule, especially class meetings, SEL activities
 - Chunk curriculum into smaller units corresponding with the flexible models for in-person and remote learning;
 - Shared office hours during out of school time



Operations: Hybrid

- Coordinate staffing to support students who are working at home while others are in-person
- Virtual option for high-risk students
- Prioritize special populations for FT spaces
- Allow paraprofessionals, coaches, tutors, and specialists to assist with class size reduction/supervision of at-home students (need devices & adjust school hours if teacher prep time cannot be covered)
- May need additional staff to cover staff lunches if paras and specialists are utilized differently
- Nurses and custodians for all buildings



Teaching & Learning: Full Remote

Grade-level instruction/Massachusetts curriculum frameworks

Students: Consistent frame of hours for live teaching and consultation with teachers

Staff: Timeframe available for collaboration, training, and IEP/TAT/parent meetings as needed)

Elementary: ELA (70 mins), Math (60 mins) and Specials (30 mins) daily and Science or Social Studies (30 mins)

Daily morning Zoom check-in

Middle School: 2 subject areas per day (85 mins each)

Daily morning Zoom check-in meeting

LHS: Combination of synchronous and asynchronous lessons.

Sessions/week - minimum 2 synchronous class meetings/week/class
Formally scheduled times for small group instruction, support group meetings, guidance meetings, etc.

Course load choices

Flipped Classrooms for Gr. 3-12

- Videos for new content (LPS created or vetted online videos)
- Study skills for note taking
- Live teaching focuses on application of new skills
- Choiceboards/Assignments for independent application



Operations: Full Remote

- Staff and administration for the Lowell Virtual School
- Professional development for all technology platforms and in remote learning pedagogy
- Digital subscriptions for use in classroom and at-home learning (SeeSaw, Google, Apex, Screencastify, EdPuzzle, Zoom)
- 1:1 devices and earbuds
- Tool for parent and student communication regarding curriculum, assignments, grading, school announcements, such as REMIND or an LMS
- Hotspots/MiFi for those without internet service
- Devices for paraprofessionals, clerks, & tutors
- Adaptive technology equipment as per IEP or 504
- E-textbooks
- Delivery of hard copies of books and materials



Family & Community Engagement: Remote

- Streamlined communication for students and families regarding academics, social emotional learning, and other information with a tool such as Remind or an LMS
- Purchase Hotspots/MiFi for students without internet
- Meal distribution sites
- Continued food pantry and toiletries distribution
- No Use of Facilities Permits
- Only virtual volunteers/visitors/field trips

Quick Scenario Plan Comparison

	Full, In-Person	Hybrid	Full Remote
Teaching & Learning	<p>Typical schedule and curriculum with slight pedagogical changes and same cohort</p> <p>Standard assessment & grading</p>	<p>A/B schedule for most</p> <p>Cohort C - continuous in-person</p> <p>Cohort D - all virtual as opted by parents</p> <p>In-School assessment & grading</p>	<p>With 1:1 devices—set school schedule</p> <p>Mixed of synchronous (live) & asynchronous teaching</p> <p>Project-based assessment and secure online testing</p>
Operations	<p>Social distancing</p> <p>Need PPE & equipment</p> <p>Space concerns</p> <p>More buses needed</p>	<p>Social distancing</p> <p>Need PPE</p> <p>Transportation reduced</p>	<p>Hotspots/WiFi</p> <p>Materials delivery or pickup</p> <p>Digital subscriptions/ebooks</p>
Family/Community Engagement	<p>Two-way communication</p> <p>No childcare concerns</p> <p>Meals & basic needs at school</p>	<p>Two-way communication</p> <p>Childcare concerns</p> <p>Combo of meals at school & distributed for home</p> <p>Training for families</p>	<p>Learning Management System for simpler communication</p> <p>Two-way communication</p> <p>Childcare concerns</p> <p>Meal distribution sites</p> <p>Training for families</p>