

# LPS Re-opening Dashboard 09/09/20 @6:00pm

|  | Bailey | Cardinal | Greenhalge | Laura Lee | Lincoln | Adle Day | McAuliffe | McAvinue | Moody | Morey | Murkland | Paw. Memorial | Reilly | Shaughnessy | Washington | Bartlett | Pyne/Arts | Stem | Butler | Daley | Leblanc | Riverside/BRIDGE | Robinson | Stoklosa | Sullivan | Wang | Career Academy | Lowell, High & FA |   |   |
|--|--------|----------|------------|-----------|---------|----------|-----------|----------|-------|-------|----------|---------------|--------|-------------|------------|----------|-----------|------|--------|-------|---------|------------------|----------|----------|----------|------|----------------|-------------------|---|---|
| <b>Instruction begins on day one</b>   |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • Curriculum maps available and shared with all teachers                               | 1      | 1        | 1          | 2         | 1       | 2        | 1         | 1        | 1     | 1     | 1        | 1             | 1      | 1           | 1          | 1        | 2         | 1    | 1      | 2     | 2       | 2                | 1        | 1        | 1        | 2    | 1              | 1                 | 2 |   |
| • All smart-boards are functioning   | 1      | 1        | 1          | 1         | 2       | 1        | 1         | 1        | 2     | 1     | 1        | 1             | 1      | 1           | 1          | 2        | 2         | 1    | 2      | 2     | 1       | 1                | 0        | 1        | 2        | 2    | 1              | 1                 | 2 |   |
| • Total number of devices accessible/functioning                                       | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 2        | 2        | 2        | 2    | 2              | 2                 | 2 |   |
| • Instructional supplies available: Eureka Math Student workbooks                      | 1      | 1        | 1          | 1         | 1       | 1        | 2         | 1        | 1     | 1     | 1        | 1             | 1      | 1           | 1          | 2        | 1         | 2    | 1      | 2     | 1       | 2                | 2        | 1        | 1        | 2    | 2              | 1                 | 2 | 2 |
| • Instructional supplies available: Science Kits                                       | 1      | 1        | 2          | 1         | 2       | 2        | 1         | 1        | 2     | 1     | 2        | 2             | 2      | 2           | 1          | 1        | 2         | 2    | 2      | 2     | 2       | 2                | 2        | 1        | 1        | 2    | 2              | 1                 | 2 | 2 |
| • Instructional supplies available: Caulkins Writing materials                         | 1      | 1        | 1          | 1         | 1       | 2        | 1         | 1        | 1     | 1     | 1        | 1             | 1      | 1           | 1          | 1        | 1         | 1    | 1      | 2     | 2       | 2                | 2        | 1        | 1        | 2    | 2              | 1                 | 2 | 2 |
| <b>INSTRUCTIONAL SUPPORT</b>   |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • IEP/504 availability/appropriate staff have access                                   | 2      | 2        | 2          | 1         | 2       | 1        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 1        | 2        | 2    | 2              | 2                 | 1 | 2 |
| • Finalize master schedule, appropriate safety breaks                                  | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 1    | 2      | 2     | 2       | 2                | 1        | 1        | 1        | 3    | 3              | 1                 | 2 | 3 |
| • Principal is aware of who is mentoring new staff                                     | 1      | 1        | 1          | 1         | 2       | 2        | 1         | 1        | 1     | 1     | 1        | 1             | 1      | 1           | 1          | 2        | 2         | 1    | 2      | 2     | 2       | 2                | 1        | 1        | 1        | 1    | 2              | 1                 | 2 | 2 |
| <b>STAFFING</b>  |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • Complete staffing and vacant positions   | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 1        | 3     | 1     | 1        | 2             | 1      | 2           | 2          | 2        | 2         | 1    | 3      | 2     | 2       | 2                | 1        | 2        | 2        | 3    | 3              | 2                 | 1 | 3 |
| • Verify all teaching staff meet certification requirements; report issues to HR       | 1      | 1        | 1          | 1         | 1       | 1        | 1         | 1        | 1     | 1     | 1        | 1             | 1      | 2           | 2          | 2        | 2         | 1    | 1      | 2     | 2       | 1                | 1        | 1        | 2        | 2    | 1              | 1                 | 2 | 2 |
| • Review teaching assignments for Article 16G compliance (MS/HS); report to HR         | 1      | 1        | 1          | 1         | 1       | 2        | 1         | 1        | 1     | 1     | 1        | 1             | 1      | 2           | 1          | 1        | 2         | 1    | 2      | 2     | 2       | 2                | 1        | 1        | 1        | 2    | 2              | 2                 | 2 | 2 |
| • Set schedule for parent/teacher nights and teacher afterschool meetings              | 1      | 1        | 1          | 2         | 1       | 1        | 1         | 1        | 1     | 1     | 1        | 1             | 1      | 1           | 1          | 1        | 2         | 1    | 2      | 1     | 2       | 2                | 1        | 1        | 2        | 2    | 1              | 1                 | 2 | 2 |
| • Principal has a mechanism to introduce new staff                                     | 1      | 1        | 1          | 1         | 1       | 1        | 1         | 1        | 1     | 1     | 1        | 1             | 1      | 1           | 1          | 1        | 2         | 1    | 1      | 1     | 1       | 1                | 1        | 1        | 1        | 1    | 2              | 1                 | 1 | 1 |
| <b>HEALTH AND SAFETY</b>   |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • Check-in with school nurse/office on student immunizations, medication and allergies | 2      | 3        | 2          | 3         | 3       | 1        | 3         | 1        | 3     | 3     | 3        | 3             | 3      | 1           | 3          | 3        | 2         | 2    | 3      | 3     | 2       | 3                | 2        | 2        | 3        | 3    | 3              | 3                 | 3 | 3 |
| Create a medical waiting room  | 2      | 1        | 2          | 2         | 2       | 2        | 2         | 1        | 2     | 1     | 2        | 2             | 2      | 2           | 1          | 2        | 2         | 1    | 2      | 2     | 1       | 1                | 1        | 1        | 1        | 3    | 2              | 2                 | 2 | 3 |
| • Staff identified to assist with student issues                                       | 2      | 1        | 2          | 2         | 3       | 1        | 1         | 1        | 2     | 1     | 1        | 1             | 1      | 1           | 1          | 3        | 3         | 1    | 3      | 1     | 3       | 1                | 1        | 1        | 1        | 3    | 2              | 2                 | 2 | 3 |
| • Finalize/file school safety plans  | 2      | 1        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 1        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 1        | 2        | 2    | 2              | 2                 | 2 | 2 |
| Establish a bathroom break and sanitation plan   | 2      | 1        | 2          | 1         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 2        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| PPE  | 2      | 1        | 2          | 1         | 2       | 1        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 2        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| <b>STUDENTS</b>  |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • Accurate schedules/classes   | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 3      | 2     | 2       | 2                | 2        | 1        | 3        | 3    | 3              | 1                 | 2 | 3 |
| • School climate/safety procedures outlined  | 2      | 1        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 1        | 2        | 2    | 2              | 2                 | 2 | 2 |
| <b>SCHOOL BUILDINGS &amp; FACILITIES</b>   |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • Building condition/interior ready for students                                       | 3      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 2        | 2        | 2    | 3              | 2                 | 3 | 2 |
| • Classrooms ready to go   | 2      | 2        | 2          | 2         | 1       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 2        | 2        | 2    | 2              | 2                 | 3 | 2 |
| • School grounds/exterior ready to receive students                                    | 1      | 2        | 2          | 2         | 1       | 1        | 2         | 2        | 2     | 2     | 2        | 2             | 1      | 1           | 1          | 1        | 2         | 2    | 2      | 1     | 2       | 1                | 2        | 2        | 2        | 2    | 2              | 1                 | 2 | 2 |
| • Ensure that fire equipment is operational  | 1      | 2        | 2          | 1         | 2       | 1        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| Requests for repairs relayed to Facilities Dept.                                       | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 1        | 1     | 2     | 1        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| <b>TRANSPORTATION</b>  |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • Principals have received accurate/updated bus lists for 1st day of school            | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| • Has a well-established dismissal plan (submitted)                                    | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 1        | 2        | 2    | 2              | 2                 | 1 | 2 |
| • Plan for late buses  | 1      | 2        | 2          | 1         | 2       | 1        | 2         | 2        | 2     | 2     | 1        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 1        | 2        | 2    | 2              | 2                 | 1 | 2 |
| • Ensure duty, bus schedule is established   | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 1        | 2        | 2    | 2              | 1                 | 1 | 2 |
| <b>PARENT/COMMUNITY RELATIONS</b>  |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • Send out welcome packet w/translations re: school opening & contact information      | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 2        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| • Staff identified to assist with family concerns                                      | 1      | 2        | 1          | 1         | 2       | 1        | 1         | 2        | 1     | 1     | 1        | 1             | 2      | 2           | 1          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 1        | 1        | 1        | 2    | 2              | 2                 | 2 | 2 |
| • Visitor passes/policy in place   | 2      | 2        | 1          | 1         | 1       | 1        | 2         | 1        | 1     | 1     | 1        | 1             | 1      | 2           | 1          | 1        | 2         | 1    | 1      | 2     | 2       | 1                | 1        | 1        | 1        | 1    | 2              | 2                 | 2 | 2 |
| • Open house schedules developed/published (translated)                                | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 2        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| • School/family handbook completed and distributed to families                         | 2      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 2                | 2        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| <b>MISCELLANEOUS</b>   |        |          |            |           |         |          |           |          |       |       |          |               |        |             |            |          |           |      |        |       |         |                  |          |          |          |      |                |                   |   |   |
| • Emphasize importance of high visibility of staff during the opening of school        | 1      | 2        | 2          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 1          | 2        | 2         | 1    | 2      | 2     | 2       | 1                | 1        | 1        | 2        | 2    | 2              | 2                 | 2 | 2 |
| Social distancing classroom layout plan completed (6' minimum)                         | 1      | 2        | 1          | 2         | 2       | 2        | 2         | 1        | 2     | 2     | 2        | 2             | 1      | 2           | 1          | 2        | 2         | 1    | 2      | 2     | 1       | 1                | 1        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| Signage encouraging hygiene and social distancing completed                            | 1      | 1        | 1          | 1         | 1       | 1        | 1         | 1        | 1     | 2     | 1        | 1             | 1      | 2           | 1          | 2        | 2         | 1    | 2      | 2     | 1       | 1                | 2        | 1        | 2        | 2    | 2              | 2                 | 2 | 2 |
| Recess protocols for distancing and hygiene completed                                  | 2      | 2        | 1          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 1                | 1        | 2        | 2        | 2    | 2              | 2                 | 0 | 2 |
| Dismissal plan established and prepared to be communicated with families               | 2      | 2        | 1          | 2         | 2       | 2        | 2         | 2        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 1                | 1        | 2        | 2        | 2    | 2              | 2                 | 2 | 2 |
| Create safe traffic pattern in hallways/common areas, etc.                             | 1      | 1        | 1          | 1         | 2       | 2        | 2         | 1        | 2     | 2     | 2        | 2             | 2      | 2           | 2          | 2        | 2         | 2    | 2      | 2     | 2       | 1                | 1        | 1        | 2        | 2    | 2              | 2                 | 2 | 2 |