Lawrence Public Schools Fall 2020
Reopening Plan

Updated Draft 8.12.20
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*These sections have been updated in the 8/12/2020 draft.*
Letter from Superintendent Paris (7.31.20)

Dear Lawrence Public Schools Community,

Today we are pleased to share Lawrence Public Schools’ initial reopening proposals for the 2020-21 school year, featuring plans for both remote and in-person learning. While it is important to note this is a first draft, with plans to be finalized and a learning model selected soon, we hope it offers important insight into the ongoing planning process as the first day of school approaches on Sept. 16.

This is the product of many weeks of thoughtful, detail-oriented work by our Reopening Task Force, which includes more than 100 school leaders, teachers, administrators, health professionals, staff, parents and students. They are focused not just on safe, successful school operations, but the social-emotional well-being of all members of our community. In their planning they have relied on response data from surveys shared with every LPS family and staff member; the best available public health guidance; and school reopening guidelines from the state Department of Elementary and Secondary Education (DESE).

Proposed plans include:

- A robust remote learning model featuring many of the expectations and accountability measures of traditional school, including standards-based grading and detailed requirements for regular participation and engagement. If LPS does resume in-person learning, all LPS students will still have the option of full-time remote learning.
- A “hybrid” model, which combines an in-person return to school with remote learning. This approach provides every student with the invaluable opportunity to engage face to face with teachers and peers, while allowing us to enact necessary health and safety measures by dramatically reducing the number of people in our buildings every day.
- A plan for careful monitoring of public health data to determine when LPS could safely resume full in-person learning, with the acknowledgement that it is not feasible for the start of this school year.

We will provide updates, including final approval of a preferred model by the Lawrence Alliance for Education, as they occur over the next several weeks. We recognize this process is not a simple one, a great deal of information is being shared in a short amount of time, and there will be many questions. Given that, we would like to highlight some important ways to get more information and stay up to date about our reopening:

- I will host a series of virtual coffee hours throughout the week of August 10 for families of all grade levels, as well as our high school students.
- A new LPS Back-to-School Helpline, where you can ask any reopening questions by calling 978-722-8040 or emailing LPSHelp@Lawrence.k12.ma.us, will be live this Monday, August 3.

We know the nature of the virus means we must be flexible in our planning and cautious in our expectations, and that there is still a great deal of work ahead. But as we reach out to you today, we can’t help but be excited by the possibility of seeing students in September. We look forward to sharing more information soon.

Cynthia Paris
Superintendent of Schools
Estimada Comunidad de las Escuelas Públicas de Lawrence,

Hoy nos complace compartir las propuestas iniciales de reapertura de las Escuelas Públicas de Lawrence para el año escolar 2020-21, que incluyen planes de aprendizaje remoto y en persona. Es importante señalar que se trata de un primer borrador, con planes de que se finalice el plan pronto al igual que elegir un modelo de aprendizaje; esperamos que este documento ofrezca una visión importante del proceso de planificación a medida de que se acerca el primer día de clases el 16 de septiembre.

Este es el producto de muchas semanas de trabajo reflexivo y orientado a los detalles de nuestro Grupo de Trabajo de Reapertura, que incluye a más de 100 líderes escolares, maestros, administradores, profesionales de la salud, personal, padres y estudiantes. Se centran no sólo en operaciones escolares seguras y exitosas, sino también en el bienestar socio-emocional de todos los miembros de nuestra comunidad. En su planificación se han basado en los datos de respuestas de encuestas compartidas con cada familia y miembro del personal de LPS; la mejor guía de salud pública disponible; y las pautas de reapertura de las escuelas del Departamento de Educación Primaria y Secundaria (DESE).

Los planes incluyen:

- Un modelo de aprendizaje remoto más complejo que incluya muchas de las expectativas y medidas de rendición de cuentas de la escuela tradicional, incluyendo las calificaciones estándares y los requisitos detallados para la participación que acostumbramos. Si LPS resume el aprendizaje en persona, todos los estudiantes del LPS seguirán teniendo la opción de aprendizaje remoto a tiempo completo.
- Un modelo mixto, que combina un regreso a la escuela en persona con aprendizaje remoto. Este enfoque ofrece a cada estudiante la valiosa oportunidad de involucrarse cara a cara con los maestros y compañeros, al tiempo que nos permite adoptar las medidas de salud y seguridad necesarias reduciendo drásticamente el número de personas en nuestros edificios cada día.
- Un plan para un seguimiento cuidadoso de los datos de salud pública para determinar cuándo LPS podría resumir con seguridad el aprendizaje completo en persona, reconociendo que no es factible para el comienzo de este año escolar.

Proporcionaremos más información, incluyendo la aprobación final de un modelo preferido por parte de la Alianza para la Educación de Lawrence, por sus siglas (LAE), a medida que se produzcan en las próximas semanas. Reconocemos que este proceso no es simple, se está compartiendo mucha información en poco tiempo, y habrá muchas preguntas. Teniendo en cuenta esto, nos gustaría destacar algunas formas importantes de obtener más información y mantenerse al día sobre nuestra reapertura:

- Organizaré una serie de horas de café virtual durante la semana del 10 de agosto para familias de todos los niveles de grado, así como para nuestros estudiantes de secundaria.
- Una nueva línea de ayuda de Regreso a la escuela de LPS, donde pueden hacer cualquier pregunta de reapertura llamando al 978-722-8040 o enviando un correo electrónico a LPSHelp@Lawrence.k12.ma.us, estará en vivo este lunes 3 de agosto.

Sabemos que la naturaleza del virus significa que debemos ser flexibles en nuestra planificación y cautelosos en nuestras expectativas, y que todavía hay mucho trabajo por delante. Pero a medida que nos comunicamos con ustedes hoy, nos emociona la posibilidad de ver a los estudiantes en septiembre. Esperamos poder compartir más información pronto.

Cynthia Paris
Superintendent of Schools
2020-2021 School Calendar

In an effort to balance student and family needs with the substantial amount of professional development required for staff, we have drafted a new calendar that all LPS schools will follow for the 2020-2021 school year. This draft calendar is aligned to all DESE guidance as it relates to time on learning for students and professional development days for staff. Here are links to our DRAFT calendars for the 2020-2021 school year:

2020-2021 Lawrence Public Schools Student and Family Calendar
2020-2021 Lawrence Public Schools Staff Calendar

Key Dates

- August 28: First day for new staff
- August 31: First day for all school staff
- September 1-15: Professional Development for staff
- September 4-7: Labor Day, no PD for staff
- September 16: First day of school for all students PK-12
- October 12: Columbus Day, no school for students and staff
- November 3: Election Day, no school for students and staff
- November 11: Veteran’s Day, no school for students and staff
- November 25: Half day for students and staff, no PK/K
- November 26-27: Thanksgiving Break, no school for students and staff
- December 23: Half day for students and staff, no PK/K
- December 24-January 1: Winter Break, no school for students and staff
- January 4: First day back from winter break for all students and staff
- January 18: Martin Luther King Jr Day, no school for students and staff
- February 15-19: Midwinter Break, no school for students and staff
- April 2: Good Friday, no school for students and staff
- April 19-23: Spring Break, no school for students and staff
- May 31: Memorial Day, no school for students and staff
- June 22: Last day of school for students and staff (includes 5 built-in snow days)
Executive Summary

In the wake of a spring that was interrupted by abrupt statewide school closures and a shift to remote learning due to the COVID-19 pandemic, Massachusetts school districts face an unprecedented task this summer: Plan for the 2020-21 school year under continued uncertainty, with no known timeline for a return to buildings or a traditional school day.

This reality, combined with the universal understanding that the responsibility to provide every student with a high quality education is unchanged by the virus, demanded a novel approach. Hence, the Department of Elementary and Secondary Education asked districts to assess feasibility and submit individual plans for three models of K-12 education in the coming year: continued remote learning, a return to full in-person learning, and a hybrid of both.

Lawrence Public Schools is pleased to share this initial draft of those plans, accompanied by the principles and methodology driving them.

LPS was guided in its planning by priorities centered on both the physical and social-emotional health and safety of our learning community, as well as a deep and firm commitment to a transparent, inclusive process:

- The District Reopening Task Force included over 100 members representing all stakeholder groups, with multiple subcommittees dedicated to the many different aspects and detailed, granular nature of this work.
- A facilities feasibility study covered every room in every school.
- Health and safety needs and capacity – including relevant supplies, training and protocols – have been continually assessed, revised and reassessed in accordance with best public health guidance.
- Family and staff input, feedback and outreach is an ongoing, indispensable piece of our reopening planning and execution. Many individual representatives provided important task force contributions; surveys shared with every LPS family and employee provided crucial data about both the previous months’ remote learning experience and preferences for the year ahead; and two-way communication continues in a broad-based way through methods old and new, including a helpline, Superintendent forums, back-to-school videos, and existing parent and student councils.

At this time, the LPS proposals for the three models are as follows:

- **Full in-person learning:** LPS maintains a strong desire to safely return as many students as quickly as possible. Unfortunately, Lawrence’s current rate of COVID-19 infections, survey-supported family and staff concerns, and facility limitations make bringing all students back full time a nonviable option for the fall of 2020. LPS will continue to closely monitor the relevant public health data and establish clear metrics for an anticipated return to full in-person learning.

- **Hybrid learning:** While logistically challenging for families, staff, and the district, this is the most feasible model for bringing students safely back to school buildings this fall. It is tailored to specific student populations:
  - High-needs student populations – including many special education students and English learners – will receive in-person instruction four days a week, with one day of remote learning.
  - Pre-kindergarten and kindergarten will take place in person every day, with students divided into a.m. (8-10:30) and p.m. (12-2:30) sessions.
  - Grades 1-8 will be a weekly blend of in-person and remote learning. Half of our students will come into school Monday and Tuesday, and take part in remote learning Wednesday through Friday; the other half will take part in remote learning Monday through Wednesday, and come into school Thursday and Friday.
○ High school will be a daily blend of both in-person and remote learning. All students will be on campus every day, divided evenly into a.m. and p.m. sessions.

● Remote learning: All LPS students will have the option of full-time remote learning regardless of the model we implement this fall. This requirement, combined with the possibility – perhaps even likelihood – that the virus could force future school closures, makes a robust, comprehensive remote learning model imperative for any district. This requires continued commitment to important components of the emergency remote learning implemented last spring as well as necessary updates:
  ○ Strong strategies for student engagement and participation, and family-school communication and connection
  ○ An uncompromised commitment to high-quality teaching and learning, meeting state frameworks and our districtwide commitment to diverse enrichment opportunities
  ○ A return to implementing district attendance and grading policies
  ○ Equity in device and internet access and availability
  ○ Staff training and resources

Regardless of which model is implemented this fall, LPS recognizes that school in the era of COVID-19 requires the full reassessment of strategies, needs and practices across the full spectrum of K-12 education. This plan therefore includes updated approaches for these key areas:

● Digital resources
● Out-of-school time and quality enrichment opportunities
● Social-emotional supports for families and staff facing challenges at school, work and home
● Professional development for traditional and remote teaching practices
● Expanded technology access and support
● Transportation, adapted to new schedules and health and safety requirements
● Nutritional Services needs both in school under distancing and sanitization restrictions, and for families at home during either hybrid schedules or long-term closures
● Human Resources, as employees confront changing work schedules, locations and expectations
● Comprehensive health and safety practices for COVID-19 prevention and response
Introduction and Background Information

Guiding Principles
The Lawrence Public School District has developed procedures, strategies, protocols and guidance for staff, students and families in order to successfully reopen schools. Our areas of focus contain four primary priorities in the development of the reopening plan:

- Health & Safety
- Social Distancing
- Cleaning and Disinfecting
- Social Emotional Wellbeing

Our goal for the fall is to safely bring back as many students as possible to in-person learning, to maximize learning and to support our students’ holistic needs. In order to accomplish a safe return to school our plan requires establishing a culture of health and safety, that includes strategies, practices and protocols that focus on accountability to minimize the risks for our students and staff.

While the District’s goal is for a swift return to full in-person learning, we recognize the need for a strong hybrid learning plan that maximizes in-person learning for high needs learners, while providing the majority of students access to high quality learning through a combination of in person and remote models. Additionally, for those students who are unable to, or choose not to, return to school, or in the event school(s) must temporarily suspend in person learning, the district has prepared plans for robust remote learning that meet the expectations of structured learning time requirements. The District is prepared to maximize student outcomes through a comprehensive approach that includes schedules aligned to all three learning models.

This process began with the formation of a District Task Force with two primary subgroups; one focused on the operational aspects of reopening and the other dedicated to ensuring support for social and emotional well being of both students and staff. The District Task Force utilized all available guidance from the Department of Elementary and Secondary Education (DESE) Reopening Guidance as well as all available CDC School Guidance and information from the American Academy of Pediatrics.

The District’s Instructional Leadership Institute (ILI) was held on June 24 and 25 and was dedicated solely to sharing the information from the initial Task Force efforts. Principals, along with members of their school teams, spent time in grade-alike and shared-complex groups to discuss assets and challenges, and to prioritize summer work related to preparing our reopening plan focused on bringing students back to school safely. Given the timely release of DESE’s initial “Return to School Guidance,” on June 25, the ILI team members had the opportunity to unpack and consider this guidance as part of this convening. The work of the Task Force continued and expanded to align with the DESE guidance document serving as the foundation for the next deep planning stage.

Operational Task Force and Subcommittees
The Operational Task Force first met on June 2. The task force membership consisted of 85 stakeholders including district leaders, principals, administrators, educators, nurses, paraprofessionals, administrative support staff, custodians, nutrition service members, school safety officers, parents, and high school students. Divided into seven subcommittees; each subcommittee defined staff/student roles and expectations to support reopening strategies, assessed capacity,
developed procurement needs, and produced district guidance for schools. The subcommittees met regularly. As our plans move into a final phase of preparation, the groups will continue to meet, shifting their focus from planning to execution. And, as our schools reopen, these teams will review and redefine roles and protocols as needed. Should new and/or updated guidance become available, timely communication with families and schools will remain our priority.

**Teaching & Learning Subcommittee**
For the reopening of the 2020-2021 school year, the teaching and learning subcommittee relied on the DESE reopening guidance to focus on logistical aspects of the classroom, professional development and training needs, and the continuity of teaching and learning for the various instructional models. The committee collaboration resulted in guidance for classroom entry and exit procedures, handling of student materials, student and teacher movement in the classroom, and training needs for teachers, non-instructional staff, students, and families. The subcommittee further developed ideas for reopening of the school year taking COVID-19 precautions into account with a focus on technology use cases to support student academic success.

**Communications Subcommittee**
The communications subcommittee focused on the development and implementation of a plan for communicating prior to the reopening of school with all stakeholders, including students, families, staff, and the community. The communication plan included both two-way proactive communication (e.g., providing information and receiving feedback) and emergency communication, such as email and phone notifications followed by posted documents (with translation) on our website. The subcommittee oversaw the development of a timeline for communication to identify outreach plans to all stakeholders. This committee ensured that the district continues to rely on multiple methods including email, text (both are preferred by our families), automated and personal calls, use of learning apps, social media, and virtual meetings.

**Facilities & Operations Subcommittee**
The facilities and operations subcommittee was tasked with determining each schools’ risk and vulnerability factors and assessing various impacts on short- and long-term student and staff absences, school dismissals and/or closures. This committee focused on plans to provide and maintain safe, secure, and healthy school buildings and playgrounds based on school entry points and cleaning protocols. The subcommittee developed a plan for conducting facility assessments for all schools/classrooms to ensure space met requirements for appropriate social distancing. The subcommittee created standardized operating procedures and adjustments to building cleaning protocols along with integration of new safety procedures and protocols by updating crisis management plans and including new signage.

**Health Services Subcommittee**
The Health Services subcommittee was charged with assessing the District’s capacity to provide a wide range of health services with appropriate space to address health concerns as they arise, including establishing a dedicated dismissal room in each school. This group considered support for staff development and training in COVID-19 safety measures aligned to CDC guidance and DESE recommendations. This group developed protocols for the use of PPE with adherence to required public health requirements along with identifying appropriate referral services as needed. The team was instrumental in the development of school-specific COVID-19 school plans. The subcommittee chair who functions as the district’s lead for health and wellness, was also named districtwide COVID-19 Response Leader.
Human Resources & Personnel Subcommittee
The human resources and personnel subcommittee focused on planning for: managing staff assignments, supporting staff who are high-risk and/or have underlying medical conditions, establishing protocols to address absenteism due to COVID-19, and managing E-FMLA related to COVID-19. In addition to this, the subcommittee is actively participating in ongoing negotiations with union leadership to finalize any adjustments needed to working conditions.

Special Education & English Learner Education Subcommittee
The special education and English learner (EL) education subcommittee focused on unpacking the reopening guidance from DESE through the lens of students with disabilities and ELs. The subcommittee identified specific high needs populations/programs to prioritize for a four (4) day in-person return to school including students with disabilities in substantially separate programs, Newcomer ELs, alternative high school students, students who are homeless or living in foster care, and students at risk of retention. The subcommittee also worked to develop guidance for schools, teachers and staff related to best practices for students with disabilities and English learners during periods of remote learning.

Transportation Subcommittee
The focus of the transportation subcommittee was to develop a plan with the District’s transportation vendor to ensure safe transport of students to schools, including bus transportation capacity, safety protocols, and use of PPE on buses. In addition to this, the subcommittee developed protocols for schools to address increased traffic flow from families who decide to drop off/pick up their children. The subcommittee continues to promote transportation alternatives such as walking programs and parent incentives for alternatives to busing. Lastly the transportation subcommittee tracks expenditures to ensure essential transportation services are in compliance with state DOT regulation in partnership with local transportation vendors.

Social Emotional Task Force
The Social Emotional Learning (SEL) Task Force initiated planning in late May, coming together frequently to ensure that the critical mental health needs of our students, families and staff remain a priority. This subcommittee, which focused solely on social emotional support and well-being, began as a continuation of the districts’ LPS/LTU Culture and Climate Committee. The 24 members of the SEL Task Force included administrators, LTU leadership, counselors, and teachers. The committee divided into three working groups: Educators, Students, and Families. Each focused on the specific social and emotional needs of their stakeholder group. The meetings resulted in a list of priorities that were shared at the Instructional Leadership Institute (ILI) on June 24th. As a result, administrators by grade-span identified the two leading strategies they would implement to support stakeholders at their schools prior, during, and after the start of the school year. More information on the supports identified for students, families and staff can be found in the student and staff support section of this plan.

Facilities Feasibility Study
Lawrence conducted the facilities feasibility study in every school in the District from July 13 - July 28. Principals worked with facility teams to document every room in their school. The study contained each room’s square footage, current room use, potential number of student desks using six (6) foot distancing when possible, with a minimum four (4) foot distancing in classrooms, and furniture was noted, as required. In performing this exercise, it became clear that the classroom capacity in our schools varies widely across the district. We determined that we had a large delta based on the program, age of the school, and furniture utilized in the classroom (i.e. double desks, tables, etc.).
At the culmination of this exercise, we concluded that our school capacity varied from a low of 39.9% student occupancy to a high of 100% in some schools/programs. The High School programs account for the majority of the schools with space to accommodate the 80% - 100% student capacity. However, due to our plan to limit transitions between periods and maintain students in grouped cohorts, the ability to use this data for true in-person capacity is limited.

Another consideration is that some of our large open spaces (cafeterias and gyms) must be utilized as storage for excess furniture in order to maximize classroom student capacity, as provided above. Library space, more suitable for learning, will be transformed into additional classrooms.

This test also proved that a few schools will be able to function at 100% in person, based on enrollment and programs. Some of the district’s programs serving high needs populations will be able to maximize in-person education.

The feasibility study suggests that we will need to utilize a hybrid model to accommodate the majority of our student enrollment, with a few schools or programs designed for high needs students operating close to full in-person. The district will use a minimum of four (4) feet separation in classrooms, with six (6) foot spaces wherever possible, and in all spaces utilized during meal times or when students are having mask breaks.

Signage throughout each school will be critical to support the promotion of a culture of health and safety as we return to in-person education. The signage will act as reminders of the requirements to wear masks, provide visuals for proper social distancing, and signal cues for frequent hand washing. It will also assist with appropriate movement within the facilities by providing directional flow for students and staff to follow, note areas to be avoided and other messaging required to support the unique needs of each school.
Upon the return to school, staff and students will find it hard to miss the many hand sanitizer stations and dispensers which have been strategically located throughout the district's facilities. Classrooms will also be provided with spray bottles with sanitizer and paper towels to assist with the individual classroom needs as everyone maintains personal responsibility for their space and personal items. We will ask staff to minimize personal items in the classrooms to decrease surface areas which will require sanitizing and also improve air quality. Protective barriers have also been installed in high traffic areas such as safety desks, reception areas and other key locations identified by the Director of Facilities. Visitors will be limited to emergencies or be assisted by appointment only.

The District will adjust custodial hours, moving second shift to a mid-shift thereby increasing the ability to clean regularly throughout the day. Daily cleaning schedules with sign-off logs will be implemented to increase transparency of cleaning procedures. The hybrid model planned for most schools will allow for deep cleaning of schools every Wednesday. Custodial staff levels will be monitored as the reopening begins to ensure appropriate staffing is available to meet the cleaning and sanitizing needs of every school. The district recognizes the significant importance of fully staffing this workforce and acknowledges that the hiring of additional temporary staff for schools may be required to maintain the necessary coverage.

**Health and Safety Considerations**

The health and safety of students, staff and visitors is a priority for Lawrence Public Schools. A subcommittee of the District’s Reopening Task Force, this group met consistently bi-weekly from the week of June 8 through July 30 to address these needs and assess our capacity to provide necessary health supports in accordance with guidance provided by the CDC and the MA Department of Elementary and Secondary Education. A significant focus of the District’s Reopening plan includes training for all staff members in COVID-19 safety techniques, appropriate use of PPE, and protocols that align to public health requirements. [On site work guidance](#) has been developed for schools to utilize with staff to ensure a health and safety culture that is consistent throughout the district. This document provides City resources and requirements as well as a blueprint for the use of masks, social distancing practices, and personal responsibilities for cleaning and sanitizing. All staff members will be required to complete a daily self-report in the form
of an electronic Attestation Survey that flags any member who is self-reporting symptoms or travel without the benefit of self-isolation. The District’s COVID-19 Response Leader also serves as the Supervisor of Health and Wellness. This leader maintains frequent communication with the city’s Department of Public Health and will continue to support the nursing staff trained to address and identify concerns and initiate appropriate referrals as needed. It is important to note that many LPS nurses and LPNs supported the City’s Public Health Office with contact tracing since the beginning of the pandemic which will prove to be invaluable as we reopen schools.

The Health and Safety subcommittee will continue to meet up to and after the reopening of schools to adjust safety techniques and protocols and incorporate the most up to date guidance. This subcommittee also developed an addendum to the district crisis plan to address COVID-19 response. This document identifies the school's COVID-19 Team, dismissal room (isolation area), communication messaging, and contains COVID-19 resources. The document will be reviewed and provided to all school staff members within 30 days of reopening.

Including the Voices of All Stakeholders

Input from our many stakeholders was - and is - critical to the development and implementation of the District’s Reopening Plan. District and school leaders, educators, students and parents were involved in our Operations and Social Emotional Task Forces, including serving on subcommittees. Additionally, several surveys were developed to ensure our plans account for the needs of families and staff. Both informational as well as two-way communication play a critical role in ensuring the collaboration we will need to implement any of our models.

Family Engagement and Communication

Step 1: Preliminary Planning

Our communication and engagement with families in this planning process started before the last day of school. At that time, School Superintendent Paris emailed a letter home (which was also posted on the district’s website and pushed out via social media), thanking families for their partnership during a challenging year and calling on them to stay engaged with us over the summer. She pledged to continue to be in communication about our process.

Step 2: Summer Engagement

In early July, the district conducted a phone poll with families, followed on July 16 with a more complete questionnaire about the three options, models for a hybrid, needs and expectations for remote learning, and the best ways for us to stay in touch with them (text and email were most popular). During July, students and families were also invited to join the subcommittees that make up the District Task Force. This included parents and students seated on the Communications Subcommittee, further ensuring that our outreach and engagement effectively reached our community.

As we look to August, we are planning to release a series of videos providing a glimpse into what school will look like in the fall and sharing the steps we are taking to make re-entry safe, productive and welcoming. In conjunction with this is a social media campaign with easy to digest graphics that will complement the video. As we begin to share our plans with the community, we are also preparing the Remote Learning Enrollment form, so that families will have all the information they need to make and share their decisions with us. During this month, the Superintendent will also host a series of virtual coffee hours,
designed to keep families, students, and community partners informed, provide a platform for discussion, and provide us with continued, helpful insights from our families, students and community partners.

**Step 3: Helpline Support**

Complimenting all of the above is the launch of an LPS Back to School Helpline to which families may call or email to get answers to their questions about a return to school. Whole school and educator level communications are also being planned. Schools will be welcoming all families, sharing information about what their school will look like, and providing opportunities for families to learn more about procedures such as dismissal for students displaying symptoms, asking questions, and inviting parents to safely share relevant information (for example, if they have experienced a loss due to COVID-19). Once class lists are finalized, educators are scheduled to reach out at the classroom level to warmly welcome families and students, and provide classroom level information.

**Step 4: Looking Ahead**

As we look ahead, we know that ongoing partnership and collaboration with our families will be key. At the district level, we will capitalize on existing structures, including the Tu Voz Council (the district’s collaborative stakeholder group), the Superintendent Student Cabinet, Special Education Parent Advisory Council (SEPAC), English Learner Parent Advisory Council (ELPAC), and the Family Engagement Partnership Council, to dialogue about the implementation of our plans, learn and, as needed, course correct. We will also continue to use email, text, social media and our all-call system to push out updates. Our Office of Community, Family and Student Engagement will work with schools to identify best practices for maintaining ongoing two-way communication with families, as well as act as liaisons for families and schools who may be struggling with specific challenges or needs. Our goal throughout the re-entry process is to convey confidence in our plans, prioritize partnerships with our families, and ensure that students and families hear from us that we are, indeed, excited to welcome them back to our learning community!

**Summary of Family Survey**

Input from our LPS families was critical to our decision making process. As noted, from the start of the planning process, students and parents were included in our reopening task force and subcommittees. Additionally, families completed both a short phone poll and a more extensive survey that was available online and in print at our free meal sites. The survey, for which we had a 40% response rate, provided significant insights about families’ safety concerns for a return to full, in person learning. For example, the smallest group of respondents prefer a full return to in-person learning (16%), while most families prefer to continue remotely (42%) or to proceed with a hybrid (28%). With regard to a hybrid model, families prioritized a two-day in-person/three-day remote schedule (31%), followed by an AM/PM option (19%). Another 35% percent said none of the models would work for them; however, it should be noted that the vast majority (77%) of those were the same respondents who indicated a preference for full time remote learning.
Summary of Staff Surveys

LPS staff members received two surveys. The first survey was to identify potential staff capacity for each of the learning models. A subsequent staff survey was developed to gather feedback on the spring remote learning experience. The survey also asked members to identify needed supports and/or professional learning to ensure an accelerated and targeted learning plan for the new school year. This second survey assisted in the creation of an effective plan for professional learning for teachers, as well as support and instruction for our students.

In the initial staff capacity survey, 1,258 educators returned the survey, representing approximately 57% of administrators, teachers, and paraprofessionals who received the electronic survey request. From the survey results, a majority of respondents (85%) reported that they are planning to return to work regardless of whether an in-person, hybrid, or remote learning plan is the adopted reopening model. Conversely, approximately 15% of staff respondents indicated reluctance to return to work for either in-person or hybrid learning. Staff respondents not wanting to return to work dropped to 10% if “full remote learning with the possibility of returning to in-person learning at a later date” was selected.
**Full In-Person Learning Model**

At this time given the rate of COVID infections in the city of Lawrence, family and staff survey results, large class sizes and DESE/CDC guidelines we do not anticipate returning to full in-person learning this fall. Looking ahead and before considering a full in-person model, the Superintendent of Schools, in collaboration with Lawrence Alliance for Education (LAE), city leaders and health officials, will review community transmission data and any school case count data. To move forward safely with this model, community transmission data must indicate the percent of positive cases for Lawrence to be below 5%. We will evaluate any school case count data against city of Lawrence data with our local board of health to determine the feasibility of full in-person return.
**Hybrid Learning Model**

While we strongly believe that the hybrid learning model is the most feasible model for bringing students safely back to school buildings this fall, we also know that a hybrid model can be disruptive to students, families, and staff. As such, we have worked to streamline student and staff hours by grade-band across the district in an effort to reduce frustration and confusion and to support our community. Here is the schedule for all grade-bands, more detailed information for each grade band can be found below. Please note that the schedules were created in order to meet DESE requirements for student time on learning.

**Districtwide Student Hours for Hybrid Learning Model**

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Hours/Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten and Kindergarten</td>
<td>AM Session: Monday to Friday 8:00am-10:30am</td>
</tr>
<tr>
<td></td>
<td>PM Session: Monday to Friday 12:00pm-2:30pm</td>
</tr>
<tr>
<td>Grades 1-8</td>
<td>Monday to Friday 8:00am-1:00pm*</td>
</tr>
<tr>
<td></td>
<td>*This is a blend of in-person and remote learning, see below for more information</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>Monday, Tuesday, Thursday and Friday 8:30am-3:30pm*</td>
</tr>
<tr>
<td></td>
<td>Wednesday 8:30am-11:00am*</td>
</tr>
<tr>
<td></td>
<td>*This is a blend of in-person and remote learning, see below for more information</td>
</tr>
</tbody>
</table>

**Districtwide Teacher Hours for Hybrid Learning Model**

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Hours/Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten and Kindergarten</td>
<td>Monday to Friday 7:45am-3:00pm</td>
</tr>
<tr>
<td>Grades 1-8</td>
<td>Monday to Friday 7:45am-3:00pm</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>Monday to Friday 8:15am-3:30pm</td>
</tr>
</tbody>
</table>

**Pre-Kindergarten and Kindergarten Schedule in Hybrid Model**

DESE has provided guidance that prioritizes full in-person learning for all Pre-Kindergarten learners. This optimizes instruction for students with disabilities, English learners, and typical peers. As we considered this guidance, and in consultation with early childhood school leaders, we deemed it appropriate to include our Kindergarten students along with the Pre-Kindergarten cohort in a priority group for in-person learning. A half-day model for our Pre-Kindergarten and Kindergarten learners will allow for small class sizes that support individualized and consistent instruction for our younger learners without the need for remote learning.
Here is a visual of the model for Pre-K and K:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am-10:30am</td>
<td></td>
<td></td>
<td>Morning Cohort (AM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td></td>
<td></td>
<td>Cleaning Break, No Onsite Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00pm-2:30pm</td>
<td></td>
<td></td>
<td>Afternoon Cohort (PM)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- In this model, facilities will clean rooms between sessions.
- In this model, AM cohort students will have breakfast in the classroom and receive a lunch to take home. PM cohort students will eat lunch in the classroom and receive a breakfast to take home for the following day.
- In this model, there is no requirement for online/remote learning as it meets the Pre-K and K requirements for full in-person learning. Students will have the opportunity for enrichment and reinforcement activities at home.
- This model allows for consistency between Pre-K and K students who are siblings; all students in the same family will be assigned to the same session (AM or PM).

Here is a sample teacher schedule for Pre-K and K:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45am-8:00am</td>
<td></td>
<td></td>
<td>Teacher Arrival</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00am-10:30am</td>
<td></td>
<td></td>
<td>Morning Cohort (AM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td></td>
<td></td>
<td>Prep and Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00pm-2:30pm</td>
<td></td>
<td></td>
<td>Afternoon Cohort (PM)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades 1-8 Schedule in Hybrid Model

Based on our guiding principles, input from parents and staff, and best practices from across the Commonwealth, LPS has decided to utilize a hybrid model that consists of two (2) days of in-person learning and three (3) days of remote learning (synchronous and asynchronous). Within this model, we will bring back a substantial number of high-needs students for four (4)-day in-person learning (Cohort C). As noted earlier, families will have the option to enroll their students in full remote learning (Cohort D). All other students, Grades 1-8, will be divided into two cohorts (Cohort A and B). Please note that in all of the following schedules, orange represents in-person learning and blue represents remote learning.

Here is a visual of the hybrid learning model for Grades 1-8:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort A</td>
<td>In-Person Learning</td>
<td></td>
<td>Remote Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort B</td>
<td></td>
<td>Remote Learning</td>
<td>In-Person Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort C</td>
<td>In-Person Learning</td>
<td>Remote Learning</td>
<td>In-Person Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here is a sample student schedule for Cohort A, Grades 1-8:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| 8:00am-1:00pm | Morning Meeting/  
Breakfast in the classroom  
Core Content Instruction  
In-Person  
Afternoon Meeting/Lunch/ Dismissal | Morning Meeting/  
Breakfast in the classroom  
Core Content Instruction  
In-Person  
Afternoon Meeting/Lunch/ Dismissal | Morning Meeting/  
Intervention/ 
Enrichment Remote  
Core Content Instruction  
Remote  
Lunch | Morning Meeting/  
Intervention/ 
Enrichment Remote  
Core Content Independent Work Remote  
Lunch | Morning Meeting/  
Intervention/ 
Enrichment Remote  
Core Content Independent Work Remote  
Lunch |
| 1:00pm-1:30pm | Travel Home                                 | Outdoor Activity                                 |                                                 |                                                 |                                                 |
| 1:30pm-3:00pm | DISTRICTWIDE ENRICHMENT CAMPS (OPTIONAL)     | DISTRICTWIDE ENRICHMENT CAMPS (OPTIONAL)         |                                                 |                                                 |                                                 |

Here is a sample student schedule for Cohort B, Grades 1-8:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| 8:00am-1:00pm | Morning Meeting  
Intervention/ 
Enrichment Remote  
Core Content Independent Work Remote  
Lunch | Morning Meeting  
Intervention/ 
Enrichment Remote  
Core Content Independent Work Remote  
Lunch | Morning Meeting/  
Intervention/ 
Enrichment Remote  
Core Content Instruction Remote  
Lunch | Morning Meeting/  
Breakfast in the classroom  
Core Content Instruction In-Person  
Afternoon Meeting/Lunch/ Dismissal | Morning Meeting/  
Breakfast in the classroom  
Core Content Instruction In-Person  
Afternoon Meeting/Lunch/ Dismissal |
| 1:00pm-1:30pm | Outdoor Activity                             | Travel Home                                   |                                                 |                                                 |                                                 |
| 1:30pm-3:00pm | DISTRICTWIDE ENRICHMENT CAMPS (OPTIONAL)     | DISTRICTWIDE ENRICHMENT CAMPS (OPTIONAL)     |                                                 |                                                 |                                                 |
Here is a sample student schedule for Cohort C, Grades 1-8:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am-1:00pm</td>
<td>Morning Meeting/Breakfast in the classroom</td>
<td>Morning Meeting/Breakfast in the classroom</td>
<td>Morning Meeting</td>
<td>Morning Meeting/Breakfast in the classroom</td>
<td>Morning Meeting/Breakfast in the classroom</td>
</tr>
<tr>
<td></td>
<td>Core Content Instruction In-Person</td>
<td>Core Content Instruction In-Person</td>
<td>Core Content Instruction Remote</td>
<td>Core Content Instruction In-Person</td>
<td>Core Content Instruction In-Person</td>
</tr>
<tr>
<td></td>
<td>Afternoon Meeting/Lunch/Dismissal</td>
<td>Afternoon Meeting/Lunch/Dismissal</td>
<td>Afternoon Meeting</td>
<td>Afternoon Meeting/Lunch/Dismissal</td>
<td>Afternoon Meeting/Lunch/Dismissal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00pm-1:30pm</td>
<td>Travel Home</td>
<td>Travel Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30pm-3:00pm</td>
<td>DISTRICTWIDE ENRICHMENT CAMPS (OPTIONAL)</td>
<td>DISTRICTWIDE ENRICHMENT CAMPS (OPTIONAL)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Here is a sample core content teacher schedule, Grades 1-8:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45am-8:00am</td>
<td>Teacher Arrival</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00am-1:00pm</td>
<td>Cohort A Breakfast in the classroom</td>
<td>Cohort A Breakfast in the classroom</td>
<td>Cohort A&amp;B Morning Meeting</td>
<td>Cohort B Breakfast in the classroom</td>
<td>Cohort B Breakfast in the classroom</td>
</tr>
<tr>
<td></td>
<td>Core Content Instruction</td>
<td>Core Content Instruction</td>
<td>Core Content Instruction Remote</td>
<td>Core Content Instruction</td>
<td>Core Content Instruction</td>
</tr>
<tr>
<td></td>
<td>Lunch in the Classroom</td>
<td>Lunch in the Classroom</td>
<td>Lunch in the Classroom</td>
<td>Lunch in the Classroom</td>
<td>Lunch in the Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00pm-3:00pm</td>
<td>Lunch and Prep</td>
<td>Lunch and Prep</td>
<td>Professional Development</td>
<td>Lunch and Prep</td>
<td>Lunch and Prep</td>
</tr>
</tbody>
</table>
Here is a sample specialist/interventionist teacher schedule, Grades 1-8:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45am-8:00am</td>
<td>Teacher Arrival</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00am-11:30am</td>
<td>Cohort B Morning Meeting  Intervention/ Enrichment</td>
<td>Cohort B Morning Meeting  Intervention/ Enrichment</td>
<td>Cohort A&amp;B Student Check-Ins  Intervention/ Enrichment</td>
<td>Cohort A Morning Meeting  Intervention/ Enrichment</td>
<td>Cohort A Morning Meeting  Intervention/ Enrichment</td>
</tr>
<tr>
<td>11:30am-1:00pm</td>
<td>Lunch and Prep</td>
<td>Lunch and Prep</td>
<td>Lunch and Prep</td>
<td>Lunch and Prep</td>
<td>Lunch and Prep</td>
</tr>
<tr>
<td>1:00pm-1:30pm</td>
<td>Dismissal Support</td>
<td>Professional Development</td>
<td></td>
<td>Dismissal Support</td>
<td></td>
</tr>
<tr>
<td>1:30pm-3:00pm</td>
<td>DISTRICTWIDE ENRICHMENT CAMPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades 9-12 Schedule in Hybrid Model

When planning for the High School hybrid learning model, the following considerations have been taken to keep staff and students safe:

- Rotation of teachers, and not students
- Cohort model designed to support contact/tracing
- Additional direct instruction for most vulnerable students (ENLACE, HLC, INT, RISE)
- Transportation capacity
- Social distancing guidelines around common areas for (breakfast and lunch)

This Hybrid Learning Model maximizes family choice by offering three options for students to engage in learning:

- Full-time remote learning for any student who enrolls
- In-person instruction with social distancing in LHS school buildings for all students in a hybrid model
- Hybrid learning model that employs in-person instruction through project-based learning and skills building activities.

The High School Learning Center, International School, ENLACE, and RISE are smaller school programs that serve our most vulnerable students in Grades 9-12 and will operate in an in-person capacity while following safety measures for staff and students. Regardless of program/school, all students will receive instruction that meets state and federal standards by promoting shorter blocks focused on measurable aligned standards-based teaching. Frequent data cycles, interventions, and enrichment opportunities will be implemented, in order to close the gap for all students. With the online learning approach, this model will mirror schedules used for students whose families request full-time online instruction for the school year.

LHS Campus Schedule

Students will experience four (4) days per week of direct and interactive instruction that will be synchronous and asynchronous and one (1) day of independent learning that will be asynchronous.
- Students will be divided into a morning (AM) and an afternoon (PM) cohorts and attend either/or session
- Teachers will rotate and students will remain cohorted in the same classroom
- Students in the AM Session will have the opportunity to take a Grab N’ Go lunch on their way out of the building.
- Teachers will be at lunch from 11:45am-12:30pm and given an additional 15 minutes to assist with cleaning and sanitation of classroom space to receive the afternoon cohort

Here is a visual of the hybrid learning model for Grades 9-12:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am-11:30am</td>
<td>Morning Cohort (AM) In-Person</td>
<td>Morning Cohort (PM) Remote</td>
<td>All Students Remote</td>
<td>Morning Cohort (AM) In-Person</td>
<td>Morning Cohort (PM) Remote</td>
</tr>
<tr>
<td>11:30am-12:30pm</td>
<td>Cleaning Break, No Onsite Programming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30pm-3:30pm</td>
<td>Afternoon Cohort (PM) In-Person</td>
<td>Afternoon Cohort (PM) In-Person</td>
<td>Morning Cohort (AM) Remote</td>
<td>Afternoon Cohort (PM) In-Person</td>
<td>Morning Cohort (AM) Remote</td>
</tr>
</tbody>
</table>

Here is a sample student schedule for the Morning Cohort (AM), Grades 9-12:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am-8:50am</td>
<td>Breakfast in classroom/CCP</td>
<td>Breakfast in classroom/CCP</td>
<td>College &amp; Career Program (Advisory) and check ins with teachers</td>
<td>Breakfast in classroom/CCP</td>
<td>Breakfast in classroom/CCP</td>
</tr>
<tr>
<td>8:50am-9:30am</td>
<td>Period 1A</td>
<td>Period 2B</td>
<td></td>
<td>Period 1A</td>
<td>Period 2B</td>
</tr>
<tr>
<td>9:30am-10:10am</td>
<td>Period 3A</td>
<td>Period 4B</td>
<td></td>
<td>Period 3A</td>
<td>Period 4B</td>
</tr>
<tr>
<td>10:10am-10:50am</td>
<td>Period 5A</td>
<td>Period 6B</td>
<td></td>
<td>Period 5A</td>
<td>Period 6B</td>
</tr>
<tr>
<td>10:50am-11:30am</td>
<td>Period 7A</td>
<td>Period 8B</td>
<td></td>
<td>Period 7A</td>
<td>Period 8B</td>
</tr>
<tr>
<td>11:30am-12:30pm</td>
<td>Dismissal and Grab N Go lunch</td>
<td>Dismissal and Grab N Go lunch</td>
<td></td>
<td>Dismissal and Grab N Go lunch</td>
<td>Dismissal and Grab N Go lunch</td>
</tr>
<tr>
<td>12:30pm-3:30pm</td>
<td>Independent Core Content Work - Remote</td>
<td>Independent Core Content Work - Remote</td>
<td></td>
<td>Independent Core Content Work - Remote</td>
<td>Independent Core Content Work - Remote</td>
</tr>
</tbody>
</table>

Here is a sample student schedule for the Afternoon Cohort (PM), Grades 9-12:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am-11:30am</td>
<td>Independent Core Content</td>
<td>Independent Core Content</td>
<td>College &amp; Career Program</td>
<td>Independent Core Content</td>
<td>Independent Core Content</td>
</tr>
</tbody>
</table>
Here is a sample teacher schedule, Grades 9-12:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15am-8:30am</td>
<td>Teacher Arrival</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30am-8:50am</td>
<td>Breakfast in classroom/CCP</td>
<td>Breakfast in classroom/CCP</td>
<td>College &amp; Career Program (CCP) and check ins with students</td>
<td>Breakfast in classroom/CCP</td>
<td>Breakfast in classroom/CCP</td>
</tr>
<tr>
<td>8:50am-9:30am</td>
<td>Period 1A - AM</td>
<td>Period 2B - AM</td>
<td></td>
<td>Period 1A - AM</td>
<td>Period 2B - AM</td>
</tr>
<tr>
<td>9:30am-10:10am</td>
<td>Period 3A - AM</td>
<td>Period 4B - AM</td>
<td></td>
<td>Period 3A - AM</td>
<td>Period 4B - AM</td>
</tr>
<tr>
<td>10:10am-10:50am</td>
<td>Period 5A - AM</td>
<td>Period 6B - AM</td>
<td></td>
<td>Period 5A - AM</td>
<td>Period 6B - AM</td>
</tr>
<tr>
<td>10:50am-11:30am</td>
<td>Period 7A - AM</td>
<td>Period 8B - AM</td>
<td></td>
<td>Period 7A - AM</td>
<td>Period 8B - AM</td>
</tr>
<tr>
<td>11:30am-12:30pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30pm-12:50pm</td>
<td>Lunch in classroom/CCP</td>
<td>Lunch in classroom/CCP</td>
<td>Professional Development</td>
<td>Lunch in classroom/CCP</td>
<td>Lunch in classroom/CCP</td>
</tr>
<tr>
<td>12:50pm-1:30pm</td>
<td>Period 1A - PM</td>
<td>Period 2B - PM</td>
<td></td>
<td>Period 1A - PM</td>
<td>Period 2B - PM</td>
</tr>
<tr>
<td>1:30pm-2:10pm</td>
<td>Period 3A - PM</td>
<td>Period 4B - PM</td>
<td></td>
<td>Period 3A - PM</td>
<td>Period 4B - PM</td>
</tr>
<tr>
<td>2:10pm-2:50pm</td>
<td>Period 5A - PM</td>
<td>Period 6B - PM</td>
<td></td>
<td>Period 5A - PM</td>
<td>Period 6B - PM</td>
</tr>
<tr>
<td>2:50pm-3:30pm</td>
<td>Period 7A - PM</td>
<td>Period 8B - PM</td>
<td></td>
<td>Period 7A - PM</td>
<td>Period 8B - PM</td>
</tr>
</tbody>
</table>
High Needs Populations in the Hybrid Learning Model

For English learners and students with disabilities, as well as for several additional groups of high needs students, ensuring the physical, emotional and psychological safety of every student is a priority for our reopening plans. Through stakeholder convenings, we have considered the heightened risks facing our high-needs students and the staff who support them, including but not limited to those with compromised immune systems, impulse control issues, or other behavioral issues or disabilities who may not be able to follow public health guidelines. We are also engaging in thoughtful planning with families and experts who support these students.

At the same time, it is also important to prioritize a return to as much in-person learning as possible for our students with the highest needs. For many of these students the consistency, routine, and access to therapeutic services provided at the schoolhouse are critical to their development.

The following considerations are required to serve our High Needs populations:

- The District will plan to transition students, as needed, between options for in-person learning, remote learning, blended learning, and/or alternating or parallel waves of each.
- We anticipate offering High Needs students a maximized in-Person program (four days). The in-person learning will be aligned with the Hybrid Model described for Grade 1-8 students, except that the high needs students (Grades 1-Post Grad) will attend in-person classes as both Cohorts A and B. They will attend in-person Monday, Tuesday, Thursday, and Friday. Wednesday will serve as additional synchronous learning during the morning session.
- Our practices will align with special education regulatory guidance, CDC public health guidance, and federal/state guidance, as well as school operations.
- Our schools will prioritize mental health and social-emotional supports for our high-needs students.
- Our schools will ensure all students, regardless of ability, have physical access to the facilities required for safeguarding including sinks/sanitizing stations and classrooms with adequate space.
- Educators, Related Service Providers, and Support Staff assigned to High Needs students will be supplied with enhanced PPE as necessary including gloves, gowns, face shields, and clear face masks.
- We will supply supplemental guidance and training to support the types of learners who are unable to comply with public health requirements.
- Our school nurses will play an essential role related to our high-risk populations of students, including those with special health needs. In these cases, a team-based approach will be in place to assess risk to this population. The health-care team, in consultation with the family, will develop shared goals and recommendations within and across settings. When needed, school nurses will connect students and their families to the medical community and will support coordination of care.

High Needs Student Groups

The students prioritized for the maximized In-Person Model (4-days a week) include the following groups:

- Special Education students assigned to a Substantially Separate Program
- Special Education students assigned to our In-district Public Therapeutic Day Schools (School for Exceptional Studies and The Annex)
- Pre-K students identified with disabilities through Early Intervention along with a cohort of typical peers
- All Kindergarten students including those with disabilities and those progressing typically
- Newcomer English Learners, Grades 3-8
- Newcomer High School Programs: ENLACE (Grades 9-10) and International High School (Grades 11 and 12)
High School Alternative Programs: RISE and High School Learning Center
- Students identified as homeless or residing in foster care
- Students identified for possible retention in the 2019-2020 school year

For students with disabilities whose IEPs require full or partial inclusion programs, it is recommended that they follow the District’s plan for the hybrid learning model. These students will have access to specialized instruction and related services as outlined in IEPs through in-person, synchronous, and asynchronous opportunities.

For all students who are classified as EL or FEL (non-newcomer), it is recommended that they follow their school’s plan for a hybrid learning model. EL students will have access to ESL instruction/monitoring as determined by their English proficiency level and FEL status through in-person, synchronous, and asynchronous opportunities.

Supporting the Transition for High Needs Learners
Supporting the transition back to school is a critical consideration for all families, but especially for those families of children with high needs. Maintaining two-way communication will be critical as we partner with parents to support a smooth transition to reopening our schools. The introduction of new social distancing protocols and schedules may increase anxiety. It will be especially important that our educators work closely with parents of children who experience difficulty with changes in routine, such as for students with Autism or children who experience anxiety with change.

During the final week of learning in June, remote “Transition Welcome Parties” were held over Zoom in 15 schools, for families and students transitioning to a new school or program for 2020-21. These sessions were planned for students assigned to substantially separate programs who were transitioning to new schools due to grade changes and program relocations. Principals and staff prepared a virtual welcome for these students to introduce them to new staff and school routines.

In addition, our team of Board Certified Behavior Specialists (BCBAs) are creating social stories while other providers are preparing video introductions. A sample page from one social story is shared below. BCBAs and other Extended School Year Providers are sharing these stories with students (and families for reinforcement) during the District’s summer program.

Waiting For School To Reopen

Right now is the month of July. Next, the month will be August. I can use my calendar to find out what day it is.

Mom and Dad can help me keep track of how many days we are waiting. We may have to wait for a long time.

I will wait until the middle of August to find out what day I go back to school. Waiting is hard. I will take a deep breath. I will do more fun things for the rest of the summer. I will wait.
In addition, the families of students who participated in our remote ESY program were provided a survey to gather feedback on the summer learning experience and to offer their preference for a return to school. These surveys reflected the concerns families have for the safe return to school along with a strong desire for in-person learning.

The District is planning to contact the families of all students included in the high needs special education groups to answer any questions they may have related to this reopening plan and to determine their willingness to allow their child to participate in the four (4) day, in-person schedule. Families who prefer to start the year fully remote will be provided with the application form along with the consideration details for this option.

**Evaluations and Team Meetings**

Beginning early in the school closure period, the district’s Office of Student Support Services began holding virtual IEP meetings for families who were willing and able to participate via the Zoom platform online or telephonically. Evaluation Team Facilitators (ETFs) and service providers developed expertise for sharing reports via the share screen option. Certified Spanish Language Interpreters were also included as needed. A secure communication portal was prepared so that families could receive and sign IEPs electronically.

During the period from March 23-June 22, 2020, a total of 831 remote IEP meetings were held. These included initial evaluations for students whose assessments were completed prior to March 13, as well as annual review meetings. During the mandated school closure, each ETF averaged close to 42 meetings, along with IEP development and follow-up correspondence with families.

Beginning with DESE guidance to prioritize early intervention services, LPS launched two Early Intervention Screening Teams on May 11th to support referrals from Early Intervention providers, Headstart, and families. These teams were coordinated in an arena format, similar to the one the district uses for in-person preschool evaluations. The screenings were completed remotely via the Zoom platform with parent consent. Each arena team included a school psychologist, a speech and language pathologist, an occupational therapist, and a physical therapist. Other low-incidence providers were included when needed. This plan was extraordinarily successful. With additional referrals continuing to arrive, the District funded the two teams to continue for five additional weeks from June 29 - July 30. The schedule allowed for 60 remote arena evaluations and 60 remote initial IEP meetings.

As the guidance allowed for some restricted in-person evaluations to begin, the District also launched two in-person Summer Evaluation Teams from June 29 - July 30. A staggered schedule was developed to ensure that each student arrived at an appointed time with one guardian who remained with the student. Plexiglass sneeze guards were installed in the evaluators’ offices along with appropriate levels of PPE, handwashing, and sanitizing. Each week the teams completed up to six evaluations on Monday and Tuesday mornings. The initial IEP meetings were scheduled remotely on Thursdays and Fridays.

As a direct result of these learned experiences, the district is confident that a plan for continued in-person evaluations will proceed safely and
effectively for 2020-21. Scheduling in-person evaluations using a team approach, provides members with shared data and information while maximizing time. The district plans to continue and enhance this in-person evaluation process with considerations for health and safety precautions.

The virtual IEP meeting format and structure is proved to be efficient and reliable. The District purchased a system-wide site license with Zoom so that this platform, including enhanced security protocols, can be a continued tool for gathering teams. Given the expectations for limiting exposure, teams will be encouraged to meet virtually when possible. For those families who do require an in-person meeting, team leaders will ensure that safety protocols are in place limiting the number of individuals present and utilizing seating that maintains 6 feet distance between participants.

Related Services
Classroom assignments and service delivery schedules for students with disabilities will be developed so that students receive services consistent with their IEPs in the least restrictive environment while maintaining health and safety protocols. The challenges of the priority to ensure cohort assignments that limit the number of adults serving students with in-person related services will require schedule adjustments.

Specifically, the assignment of Related Service Providers (RSPs) (i.e.; Speech and Language Pathologists, Occupational Therapists, Physical Therapists, etc.) has been revised to limit the number of schools and classrooms served by each professional. Further, RSPs will be encouraged to deliver services through a push-in model for substantially separate programs where the number of students in the classroom remains low and where enhanced PPE can be provided.

Additionally, time for educators and RSPs to collaborate and consult will be necessary. It will also be important for RSPs to communicate with families to ensure that students are making continued progress. Should the Team or family feel that the student may have a need for increased service, a reconvening meeting will be scheduled.

Another focus will be for special education teachers and RSPs to provide special education services within the general education setting (“B Grid”) services remotely from within the school building via video conference, instead of pushing into the classroom to provide services. This practice will minimize foot traffic in and out of classrooms while also providing access to services that support the inclusion of students with disabilities.

To support this model, the District will also train paraprofessionals to serve as facilitators for push-in services. Training will include technology-related issues, such as device use, electronic platform use, troubleshooting procedures, and other student-specific needs and strategies.

During the summer Extended School Year (ESY) program for students with disabilities, 30 paraprofessionals completed an online course and related internship to prepare for certification as Registered Behavior Technicians (RBTs). This cohort will be a critical support to high need student groups in the areas of behavior management and self-regulation, especially given the length of time students have been away from classroom routines. Along with an increased team of Board Certified Behavior Specialists (BCBAs), the RBTs will be a strategic asset and resource between the school and family.

In the case of RSPs who are unable to provide special education services in the general education setting remotely within the school building via video conference, those educators and RSPs will schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the physical setting. The District will work closely with building administrators to ensure that needed classrooms are assigned with a marginally reduced number of students in order to accommodate the additional educators and staff members who are needed to support
students with disabilities throughout the school day. In some cases, substantially separate classrooms that are deemed too small to accommodate the need for required space will be relocated within the school or to another school in the district.

District schools will partner with parents to think creatively about how to effectively maintain opportunities for inclusion for students with disabilities. Priority will be given to ensure that students with disabilities continue to benefit from peer models. Opportunities to provide small inclusive groupings of students and the use of technology will also help to support peer-to-peer connections while maintaining physical distancing requirements.

**English Learners and the Importance of Interaction in Second Language Acquisition**

Research indicates that interaction, or the means of negotiating linguistic input, is the most powerful trigger for language acquisition. English Learners need frequent, explicit opportunities to interact in English in order to develop English language proficiency (Wong, Fillmore, & Snow, 2002, as cited by Gottlieb, 2012). During the period of school closure, parents and guardians of ELs have cited English language development as a priority for their students, and we have heard concerns from many of them that their students have not had enough opportunity for authentic English language practice. Given the limited opportunities for interaction during this period of school closure, we know that it is imperative to focus on the acute needs of our English Learners as we plan re-open this fall.

**English Learner Identification Process**

Upon registration, students fill out a Home Language Survey. If the answer to any one of the questions is a language other than English, the student is coded as an EL Referral in PowerSchool and the appropriate intake assessment (see table below) must be administered, with a few notable exceptions:

- If the student transferred from another Massachusetts district and the student’s files include evidence that the student was in an ELE program AND was already reclassified, they do not need to take an intake assessment.
- If the student transferred from another Massachusetts district (or another WIDA state) and the student’s files include evidence that they did not qualify as EL on the English Proficiency screening test administered in their former district, they do not need to take an intake assessment.
- If the student transferred from another Massachusetts district (or another WIDA state) and the student’s files have ACCESS 2.0 or WIDA Screener scores from the last calendar year, they do not need to take an intake assessment.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Mode</th>
<th>Who takes it?</th>
<th>SY20-21 Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-IPT Oral English</td>
<td>Paper</td>
<td>Students in Pre-Kindergarten</td>
<td>Given the structure of the Pre-IPT Oral and the use of manipulatives, we do not believe it is possible to administer this assessment under current health and safety requirements. These students will remain as EL Referrals until further notice.</td>
</tr>
<tr>
<td>Kindergarten W-APT or WIDA Model</td>
<td>Paper</td>
<td>Students in Kindergarten and students in the first semester (fall) of grade 1</td>
<td>Schools administer the intake assessment when the student is attending in-person learning. If a student opts into full remote learning, school will reach out to the family to schedule a 1-hour appointment to administer the assessment at school with increased PPE and adhering to all social distancing protocols.</td>
</tr>
<tr>
<td>WIDA Screener</td>
<td>Online</td>
<td>Students in grades 2-12 and students in the second semester (spring) of grade 1</td>
<td>Schools administer the intake assessment when the student is attending in-person learning. If a student opts into full remote learning, school will reach out to the family to schedule a 1-hour appointment to administer the assessment at school with increased PPE and adhering to all social distancing protocols.</td>
</tr>
</tbody>
</table>
Language Acquisition Teams consider the results from the intake assessment as well as other pertinent data when determining whether or not a student is an English Learner. If a school is unable to administer an intake assessment to a student due to their disability, the school should document the attempt and make the decision about enrolling the student in an EL program based on other data (Home Language Survey, parent interviews, local assessments, etc.). Once the intake assessment process is completed, parents are notified of the decision and the information is updated in PowerSchool (the district’s student information management system). If a student is identified as a newcomer EL, the student is eligible for the in-person 4 days a week under the hybrid learning model or remote learning model. If a school has exhausted all efforts to administer the intake assessment in-person, or if the governor of Massachusetts closes schools across the state, schools may utilize one of two options for provisionally identifying ELs remotely. If a school administers a provisional assessment they are able to make a provisional determination with the understanding that an in-person assessment will be necessary when the student returns to school in-person. In the event that no in-person assessment is completed prior to the 2021 ACCESS exam, the ACCESS exam may serve as an intake assessment for provisionally identified ELs.

**Additional Supports and Considerations for English Learners**
The LPS EL Department developed a districtwide priority for the 2020-2021 school year:

- Teachers will provide opportunities, both in-person and remotely, for all English Learners at all levels of English Language proficiency to engage in interactive authentic academic oral discourse by:
  - Collaborating with colleagues, specifically core content-area and special education peers
  - Integrating appropriate online resources
  - Embedding relevant, engaging, and culturally responsive topics that empower student voices

In order to support this priority - regardless of the school model LPS implements - the LPS EL Department will introduce an enhanced English Learner Success Plan Process that includes a focus on ELs not making progress on the 2020 ACCESS exam in the Tier B School and Tier C Individual English Learner Success Plans (ELSP). The ELSPs at each school will have an additional component on supporting students in hybrid and remote learning models.

In addition to the renewed focus on supports for ELs who are not making progress, the LPS EL Department will provide a robust menu of professional development opportunities and resources for all educators of ELs throughout the district. All educators are encouraged to review the [English Learner Handbook for the Lawrence Public Schools](#) and the [LPS EL Department website](#) for a plethora of information and resources. All educators are encouraged to work collaboratively with their school’s ESL teachers to integrate supports and strategies into both remote and in-person learning. PD opportunities include:

- Let’s Talk! Student Output and Interaction 15 PDP Virtual Course
- Affirming Multicultural Education to Cultivate Multilingual Students’ Achievement
- Bringing the World to the Classroom: Engaging language learners with authentic tasks, texts, and situations
- Students with Limited or Interrupted Formal Education (SLIFE): From Limited to Limitless
- Full Teacher SEI Endorsement Virtual Course for New Hires
Alternative High School Program - RISE
The RISE program provides an alternative option for students requiring intensive behavioral and vocational support. Due to this high needs/high risk student population, this plan proposes offering a full in-person schedule consisting of academic classes, advisory activities, and non-academic elective programming on a rotating basis. This will also allow the RISE team to maintain safety in their operations and programming. RISE students will attend school from 8:30am-2:45pm Monday - Friday.

Students in Foster Care/Students who are Homeless/Students At-Risk of Retention
Included in our high needs population are students who are homeless, in foster care, or who were at risk of retention last spring. Expanding in-person learning opportunities for this cohort will maximize time on learning, provide more time with high quality educators, and further support these students’ physical, emotional and psychological safety. To this end, these students will be included in both A and B learning cohorts, attending school four (4) days per week (Monday, Tuesday, Thursday, Friday), with Wednesdays dedicated to remote learning (while classrooms are deep cleaned).

Summary Chart of High Needs Populations and Programming Recommendations

<table>
<thead>
<tr>
<th>Program</th>
<th>Schools</th>
<th>Number of Students</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Learning Program (ILP)</td>
<td>BRE, SLE, ROL, PRT, OPS, UPO, GUI, GMS, WET, LHS</td>
<td>94</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Practical Academics I (PA1)</td>
<td>SLE, PRT, PRM, HEN, FRO, FRM, LHS</td>
<td>74</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Practical Academics II (PA2)</td>
<td>SLE, SPK, WET, LHS</td>
<td>82</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Medical Support and Sensitivity (MSS)</td>
<td>HEN, GUI, GMS, LHS</td>
<td>24</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Post-Grad 1 (PG1) and Post-Grad 2 (PG2)</td>
<td>LHS</td>
<td>30</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>School for Exceptional Studies-Annex (SES-A)</td>
<td>SES-A</td>
<td>31</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>School for Exceptional Studies (SES)</td>
<td>SES</td>
<td>97</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>In-District High School Newcomer EL Programs</td>
<td>ENL, INT</td>
<td>337</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Grades 3-8 Newcomer EL Classes</td>
<td>All Schools</td>
<td>~500</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
</tbody>
</table>
Alternative High School Programs  | RISE, HLC  | ~300  | In-Person 4 Days a Week, Remote on Wednesdays
--- | --- | --- | ---
Students who are in foster care or are homeless  | All Schools  | ~450  | In-Person 4 Days a Week, Remote on Wednesdays
Students at risk of retention  | All Schools  | 63  | In-Person 4 Days a Week, Remote on Wednesdays

**Outdoor Time**
LPS believes that students at the Early Childhood, Elementary, and Middle School grades must have access to outdoor time that meets the requirements of safety and social distancing. As much as possible, students at these levels should have access to outdoor classes or breaks on a structured, rotating schedule. This year, more than ever, students will need “down” time for mask breaks and to be outside (weather permitting). Principals are working with their facility team to identify areas of their school’s outdoor space to allow students to safely talk and play outside with classmates, while adhering to social distancing requirements.

**Enrolling in Parent Selected Full Remote Learning**
In all learning models, families will have the option to enroll their children in full remote learning. In order to enroll a student in full remote learning, families must complete a “Full Remote Learning Enrollment Form.” This form will be available starting August 7th. For planning purposes, families will be encouraged to complete and submit the form by August 26. Students who opt into the full remote learning model during the hybrid period will remain enrolled in their assigned school, allowing for students to easily transition back to in-school learning should they so choose. Remote learning instruction, to the fullest extent possible, will be provided by teachers affiliated with the student’s school; however, as needed, a teacher may be assigned to more than one school to close any identified gaps. Curriculum will align to the state frameworks. See grading and attendance requirements as outlined in the Remote Learning Model.
Remote Learning Model

Should there be a necessity for LPS to implement or revert to a Remote Learning Model, it will be critical to consider the lessons learned from the emergency closure period that occurred last spring. Ensuring that our plan is well communicated and providing staff with tools and resources for effective remote learning will ensure that our students are provided with a program that supports student growth and achievement aligned to grade specific content standards as outlined in the MA Curriculum Frameworks. In the event that the district needs to employ the remote learning model, additional devices will be deployed to ensure all students have access to a device during school hours.

The District’s remote learning model is based on Option 3 of the DESE guidance released on July 24, 2020:

*Combine pre-existing instructional materials with online virtual teaching materials.*

Our plan is outlined here with the understanding that student engagement and participation strategies must be at the forefront of remote learning efforts. Staff survey data revealed that students required support to encourage engagement during synchronous and asynchronous learning for the prior remote learning period. Furthermore, best practices, learnings from the spring closure, and research suggest that social-emotional learning skills must be addressed in tandem with unfinished academic learning. LPS will provide educators with training and resources so they will be fully prepared to implement a robust remote learning model that aligns to the breadth and depth of grade specific curriculum framework standards should there be another need to close schools. Our goal is to increase educator expertise to use and facilitate tools that maximize remote learning while outlining clear guidelines focused on equity and access to high quality resources.

In-Person Learning in the Remote Learning Model

Unless the state is mandating a return to closure and no in-person learning, guidance from DESE has included the recommendation to prioritize some high needs student groups to attend in person even if the district is recommending a predominantly fully remote model. The district will adhere to the health and safety requirements discussed for the hybrid model for these students. We recognize that some students have a particularly high need for in-person instruction in order to progress adequately in their learning. Although DESE has included several groups for this prioritization, they strongly encourage in person learning for two specific groups:

- Students with disabilities and English learners, particularly those with more intensive needs;
- Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care)

The District feels strongly that priority should also be given to early learners. DESE does include a recommendation to include early learners (Grades PreKindergarten and Kindergarten) for in person learning during the remote model. Given the high number of students with disabilities and English learners who appear at these levels, it will be important to include these students in person. The District will rely on the half day schedule outlined for the hybrid model for PreK and K learners. There will be no remote component for these grades.

*It is important to reinforce that even if a student is prioritized for in-person learning, parents/caregivers have the option to choose the Parent Selected Remote Learning Program for their child’s instruction.*
### Districtwide Student Hours for Remote Learning Model

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Hours/Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten and Kindergarten</td>
<td>AM Session: Monday to Friday 8:00am-10:30am</td>
</tr>
<tr>
<td></td>
<td>PM Session: Monday to Friday 12:00pm-2:30pm</td>
</tr>
<tr>
<td>Grades 1-8</td>
<td>Monday to Friday 8:00am-1:00pm</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>Monday to Friday 8:30am-2:30pm</td>
</tr>
</tbody>
</table>

### Districtwide Teacher Hours for Remote Learning Model

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Hours/Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten and Kindergarten</td>
<td>Monday to Friday 7:45am-3:00pm*</td>
</tr>
<tr>
<td>Grades 1-8</td>
<td>Monday to Friday 7:45am-3:00pm*</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>Monday to Friday 8:15am-3:30pm*</td>
</tr>
</tbody>
</table>

*In a Remote Learning Model, staff will be in person and will facilitate learning from their classroom*

### Procedures for Student Participation and Attendance

Attendance for synchronous learning will be managed using the District's current Student Information System (SIS), PowerSchool. During the Spring Closure, the district added an SIS plug-in that allowed the district to provide families secure access to student report cards. Moving into 2020-21, all schools will enable the SIS Parent Portal so families will have ease of access to live-time assignments and grades as well as direct email access to educators. The Parent Portal for assignments and grades can be monitored via a parent controlled, secure passcode-enabled application on a smartphone. The District is also adding another SIS plug-in, “PowerSchool Vault.” This addition will increase the District’s capacity to manage student records electronically and provide schools and families access to historical assessment data and record information. Teachers will track student participation in asynchronous activities and assignments.

Additionally, the District is updating the attendance code system in PowerSchool to provide attendance information that can be disaggregated by those attending remotely or in person. The District will also begin collecting daily attendance data from students placed in Out of District schools to track in person and remote attendance days.

### Student Learning - Curriculum, Alignment to Standards, and Instructional materials

- Educators will rely on the MA Curriculum Frameworks to prioritize grade-specific content standards to guide lesson planning and content instruction
- All students learning remotely will have access to grade-level instruction in all content areas included in the Massachusetts curriculum frameworks
● While the scope and sequence of the instruction teachers provide will vary depending on the school’s adopted curricula, all students will be required to participate in the MCAS tests planned for Spring 2021.
● Students learning remotely will have opportunities to engage in enrichment opportunities scheduled through their ‘home’ school as well as through districtwide “Virtual Enrichment Camps”.
● Individualized intervention support for academics, unfinished learning, and/or self-regulation will rely on a Multi-Tiered System of Support (MTSS) and the District’s renewed Response to Instruction and Intervention (RtII) protocol.
● Assessments in the full remote learning model will mirror those in place when school is in session and will be consistent with the District’s guidelines and the schools’ adopted curriculum for all subject matter.
● Opportunities for virtual assessments are planned as options with the District’s partners for growth assessment (Northwest Evaluation Association) and grade level benchmark interims (The Achievement Network).
● Schools will ensure that the curricula and learning platforms selected for remote learning will align with those adopted for in-person and/or hybrid models.

**Grading Policy**
Grading for remote learning will follow District and School policies and rely on principles of Standards-Based Grading along with each school’s requirements for homework, class participation, and pro-social skills. Parents may choose to receive report cards electronically via the secure parent portal on a trimester system for Grades PK-8, and quarterly for Grades 9-12. For students with IEPs, Progress Reports will also be issued electronically at the same time report cards are made available.

**Parent/Family Communication**
Frequent parent/family communication will be coordinated from each student’s assigned school, to include welcoming messages, information on technology access, and regular check-ins with families regarding their student(s)’ progress. The District will also communicate with parents frequently to ensure information is timely and helpful. Schools and the District will continue to employ all aspects of our Family Engagement Policy, including opportunities for two-way communication, and protocols for necessary translation and interpretation of family communications.

**Digital Platforms**
The district will encourage schools to rely on Google Classroom as the preferred digital platform. Schools may also offer students and families additional options to maximize access and ensure that all students are able to communicate with their teachers and peers. Additional platforms and learning management systems will be considered to provide students access to independent study and content credit as appropriate (Acellus, etc.). LPS has entered into a contract with Zoom to provide virtual conferencing licenses to all educators for the next year. This resource will assist teachers with class meetings as well as conferencing with families and participation in virtual professional learning.

**Staffing Model**
The district will support schools as they coordinate staffing structures for the remote learning model. Consideration will be given to ensure opportunities for social interaction with peers and an advisory period to monitor the impact of school closure on students. Principals will receive guidance and support as they develop schedules that meet the expectation of structured time on learning as well as opportunities for enrichment, project-based learning, and assessment.
Pre-Kindergarten and Kindergarten in Remote Learning Model

Here is a visual of the model for Pre-K and K:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am-10:30am</td>
<td></td>
<td></td>
<td>Morning Cohort (AM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td></td>
<td></td>
<td>Cleaning Break, No Onsite Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00pm-2:30pm</td>
<td></td>
<td></td>
<td>Afternoon Cohort (PM)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades 1-8 Schedule in Remote Learning Model

In the full remote learning model for Grades 1-8, the following practices will be in place:

- Attendance will be taken during each period.
- Special Education Teachers will share the screen when possible and use break-out rooms for small groups and/or direct service delivery.
- ESL Teachers will share the screen when possible and use break-out rooms for small groups and/or direct service delivery.
- Related Service providers will schedule mandatory therapeutic sessions for not more than 30 min out of Core Content sessions. Special Education Teachers and Paraprofessionals will be sure students have access to missed instruction or assignments due to related services.

Here is the student schedule for the remote learning model, Grades 1-8:

<table>
<thead>
<tr>
<th></th>
<th>Monday - Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am-8:30am</td>
<td>Morning Meeting/SEL Circle</td>
</tr>
<tr>
<td>8:30am-9:15am</td>
<td>Core Content I (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>9:15am-10:00am</td>
<td>Core Content II (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>10:00am-10:15am</td>
<td>Structured Morning Break, Snack, Zoom Virtual Recess, Zoom Breakout Socials, etc.</td>
</tr>
<tr>
<td>10:15am-11:00am</td>
<td>Core Content III (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>11:00am-11:30pm</td>
<td>Lunch on Your Own</td>
</tr>
<tr>
<td>11:30pm-12:15pm</td>
<td>Core Content IV (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>12:15pm-12:45pm</td>
<td>Small Group Acceleration and Reinforcement</td>
</tr>
<tr>
<td>12:45pm-1:00pm</td>
<td>Daily Wrap Up, Homework Assignments, Family Communication</td>
</tr>
<tr>
<td>1:30pm-3:00pm</td>
<td>Districtwide Virtual Enrichment Camps (Optional)</td>
</tr>
</tbody>
</table>
Here is the teacher schedule for the remote learning model, Grades 1-8:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am-8:30am</td>
<td>Morning Meeting/SEL Circle</td>
</tr>
<tr>
<td>8:30am-9:15am</td>
<td>Core Content I (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>9:15am-10:00am</td>
<td>Core Content II (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>10:00am-10:15am</td>
<td>Structured AM Break, Snack, Zoom Virtual Recess, Zoom Breakout Socials, etc.</td>
</tr>
<tr>
<td>10:15am-11:00am</td>
<td>Core Content III (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>11:00am-11:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30pm-12:15pm</td>
<td>Core Content IV (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>12:15pm-12:45pm</td>
<td>Small Group Acceleration and Reinforcement</td>
</tr>
<tr>
<td>12:45pm-1:00pm</td>
<td>Daily Wrap Up, Homework Assignments, Family Communication</td>
</tr>
<tr>
<td>1:30pm-3:00pm</td>
<td>Prep</td>
</tr>
</tbody>
</table>

Here is the student schedule for the high needs populations prioritized for in-person learning, Grades 1-8:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am-8:30am</td>
<td>Morning Meeting/SEL Circle</td>
<td>Morning Meeting/SEL Circle</td>
</tr>
<tr>
<td>8:30am-9:15am</td>
<td>Core Content I (ELA, Math, Science, History/Social Studies)</td>
<td>Core Content I (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>9:15am-10:00am</td>
<td>Core Content II (ELA, Math, Science, History/Social Studies)</td>
<td>Core Content II (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>10:00am-10:15am</td>
<td>Structured Morning Break, Snack, Recess, Zoom Breakout Socials, etc.</td>
<td>Structured Morning Break, Snack, Zoom Virtual Recess, Zoom Breakout Socials, etc.</td>
</tr>
<tr>
<td>10:15am-11:00am</td>
<td>Core Content III (ELA, Math, Science, History/Social Studies)</td>
<td>Core Content III (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>11:00am-11:30pm</td>
<td>Lunch in the Classroom</td>
<td>Lunch on Your Own</td>
</tr>
<tr>
<td>11:30pm-12:15pm</td>
<td>Core Content IV (ELA, Math, Science, History/Social Studies)</td>
<td>Core Content IV (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>12:15pm-12:45pm</td>
<td>Small Group Acceleration and Reinforcement</td>
<td>Small Group Acceleration and Reinforcement</td>
</tr>
<tr>
<td>12:45pm-1:00pm</td>
<td>Daily Wrap Up, Homework Assignments, Family Communication</td>
<td>Daily Wrap Up, Homework Assignments, Family Communication</td>
</tr>
<tr>
<td>1:30pm-3:00pm</td>
<td>Districtwide Virtual Enrichment Camps (Optional)</td>
<td></td>
</tr>
</tbody>
</table>
Grades 9-12 Schedule in Remote Learning Model

Students will experience daily direct and interactive instruction (synchronous) per week alternating between A-Day Schedule Period 1, 3, 5, 7 and B-Day Schedule Period 2, 4, 6, 8. Every period meets for 70 minutes. Students will attend a daily College and Career Planning (CCP) Advisory for 30-minutes daily.

Here is the student schedule for the remote learning model, Grades 9-12

<table>
<thead>
<tr>
<th>Time</th>
<th>A - Day Schedule</th>
<th>B - Day Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am-9:40am</td>
<td>Period 1</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:45am-10:55am</td>
<td>Period 3</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:00am-12:10pm</td>
<td>Period 5</td>
<td>Period 6</td>
</tr>
<tr>
<td>12:10pm-12:40pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45pm-1:55pm</td>
<td>Period 7</td>
<td>Period 8</td>
</tr>
<tr>
<td>2:00pm-2:30pm</td>
<td>CCP</td>
<td></td>
</tr>
</tbody>
</table>

High Needs Populations for In-Person Learning Schedule, Grades 9-12

The student schedules for the high needs populations prioritized for in-person learning in Grades 9-12 will be determined by the individual school/program. Students will attend in-person learning on Monday, Tuesday, Thursday and Friday with a remote learning day on Wednesday. Student hours will be consistent with the Grades 9-12 remote schedule: 8:30am-2:30pm Monday through Friday. Teacher hours will be consistent with the Grades 9-12 remote schedule: 8:15am-3:30pm.

High Needs Populations in the Remote Learning Model

Considerations for Special Education Students in a Remote Model

The District will ensure that a comprehensive plan is in place for delivering special education instruction and services remotely for all students, and especially for those students unable to access in person instruction. These students will follow the expectations outlined in the Remote Plan. All students will be accountable for daily attendance and assignment completion that will be graded in accordance with state standards. Content will be aligned to grade level curriculum frameworks and modified as appropriate to the student’s individual education plan.

Principals will create schedules that allow grade level special education teachers and paraprofessionals to attend content classes with general education teachers in a co-teaching and inclusion model as much as possible. This model will also allow co-teachers to offer small group instruction as needed in virtual breakout rooms. Related Service Providers will schedule students in small groups for teletherapy for students working on similar goals. Time will be included in the schedules of all special educators and related service providers to maintain and document consistent communication with parents and guardians. The District will provide weekly check-ins with the SEPAC executive board and encourage twice monthly SEPAC convenings for all families of students with disabilities.
As such, the District’s plans for Remote, as well as the remote portions of the Hybrid Model, provide a regular and consistent schedule of classes, interventions, services, and therapies as required by the student’s IEP. These services will be provided synchronously or asynchronously. Every effort will be made to ensure that all students, especially those with high needs, are provided with a 1:1 device appropriate to their needs (Chromebook vs iPad). The District will continue to offer parent training including support for the use of devices and electronic learning and communication platforms, troubleshooting technology issues, expectations for structured learning time, and supporting students’ social/emotional needs. Training will be offered in English and Spanish.

Learning time will be structured, consistent, and will ensure that the school’s curriculum aligns with state standards. Students with disabilities will interact with typical peers, general educators, special educators, and related service providers daily as outlined in the students IEP via virtual platforms. Families of High Needs students will be offered the option of the robust in-person hybrid model (4 days in person).

**Considerations for English Learners (ELs) in a Remote Model**
Principals and school teams will work together with the LPS EL Department to create schedules that allow for small group ESL instruction, co-taught classes, and teacher collaboration.
- Newcomer EL students will be prioritized for in-person instruction 4 days a week.
- For EL students who were previously in self-contained ESL classrooms or received ESL services in a pull-out model, ESL teachers will continue to provide instruction remotely during the school day.
- For EL students who participated in mainstream classrooms with both a content teacher and an ESL teacher, the ESL teacher will continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the ELs in that class through remote learning. When possible, the ESL teacher will participate in the synchronous learning with the content teacher which allows for additional support.
- For EL students who were previously in mainstream classrooms with only a content teacher, the ESL teacher will continue to collaborate weekly with content teachers to ensure that supports are in place during remote learning - many of which may be effectively provided online. Supports may include, for example, extensions of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, other language services provided through video conferencing, an online translation dictionary, or other technological solutions.

In addition to these logistical/scheduling considerations, the LPS EL Department will continue to work with schools and ESL teachers specifically regarding remote learning best practices for language acquisition. The EL Department has compiled a plethora of remote learning resources for ELs that can be found on our website. These resources will be the focus of professional development for ESL and SEI teachers in the beginning of the year, regardless of a hybrid or in-person learning model.

Students who enroll in the district and are coded as an EL referral (based on their home language survey) will be contacted by schools to arrange an in-person appointment. During this appointment, the school will administer the intake assessment. Subsequently, the Language Acquisition Team at the school will determine if the student is an English Learner or not. Once coded as an EL, students will receive specialized instruction as described above.

**Prioritizing High Needs Groups for In-Person Learning in the Remote Model**
The District will prioritize two groups of students for in person instruction in a Full Remote model:
- Students with disabilities and English learners, particularly those with more intensive needs;
• Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care)

These groups will be invited to attend in-person school for four (4) days (Monday, Tuesday, Thursday, and Friday) and participate remotely on the 5th day (Wednesday). Assuming all eligible students for the in-person learning option choose to attend, this would comprise approximately 20% of LPS enrollment.

Additionally, there may be additional students with disabilities for whom related services provided via teletherapy is not ideal. For families interested in obtaining this support in person, related service providers will see these students in person by appointment in accordance with IEP expectations. All safety and health protocols will remain in effect for these sessions. To limit the number of in person visits for this group of students, services may be grouped with parent/guardian permission. For example, a student with speech therapy for 15 minutes twice each week may instead schedule a 30 minute session weekly.

For students receiving the majority of their daily instruction through special education, teachers and therapists will assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

**Summary Chart of High Needs Populations Identified for In-Person Learning in the Remote Model**

<table>
<thead>
<tr>
<th>Program</th>
<th>Schools</th>
<th>Number of Students</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>BRE, HEN, LFPA, ROL</td>
<td>213</td>
<td>AM/PM Sessions, Monday through Friday</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>BRE, LAW, ROL, HEN, LFPA, FRO, PRT, WET, CDA</td>
<td>360</td>
<td>AM/PM Sessions, Monday through Friday</td>
</tr>
<tr>
<td>Independent Learning Program (ILP)</td>
<td>BRE, SLE, ROL, PRT, OPS, UPO, GUI, GMS, WET, LHS</td>
<td>94</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Practical Academics I (PA1)</td>
<td>SLE, PRT, PRM, HEN, FRO, FRM, LHS</td>
<td>74</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Practical Academics II (PA2)</td>
<td>SLE, SPK, WET, LHS</td>
<td>82</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Medical Support and Sensitivity (MSS)</td>
<td>HEN, GUI, GMS, LHS</td>
<td>24</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>Post-Grad 1 (PG1) and Post-Grad 2 (PG2)</td>
<td>LHS</td>
<td>30</td>
<td>In-Person 4 Days a Week, Remote on Wednesdays</td>
</tr>
<tr>
<td>School for Exceptional</td>
<td>SES-A</td>
<td>31</td>
<td>In-Person 4 Days a Week, Remote on</td>
</tr>
<tr>
<td>Studies-Annex (SES-A)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>School for Exceptional Studies (SES)</td>
<td>SES</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-District High School Newcomer EL Programs</td>
<td>ENL, INT</td>
<td>337</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 1-8 Newcomer EL Classes</td>
<td>All Schools</td>
<td>~600</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative High School Programs</td>
<td>RISE, HLC</td>
<td>~300</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who are in foster care or are homeless</td>
<td>All Schools</td>
<td>~450</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who do not have access to a device or connectivity*</td>
<td>All Schools</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with IEP/504 whose Related Services may not be maintained via Teletherapy</td>
<td>All Schools</td>
<td>TBD</td>
<td>In Person by Appointment with Related Service Provider</td>
</tr>
</tbody>
</table>

*Note: The District is prioritizing a plan for every student to have a 1:1 device and home connectivity.
Digital Resources for All Models

The District is committed to providing High Quality Resources as supplements to adopted curriculum and assessment, especially for students learning in a synchronous or asynchronous learning mode. These partners have a positive history of benefit for students as evidenced based resources assigned by a Response to Instruction and Intervention (RtII) team. Given that many students may have experienced some level of learning loss during the emergency period of school closure, the District considers the expansion of these partnerships essential for students returning to school in-person, in a hybrid, or in a remote learning environment. While these adoptions continue to be negotiated, the following provides a list of those partnerships along with applications and impact to the district’s budget:

### Expanded Instructional Resources for Digital Access

<table>
<thead>
<tr>
<th>Resource/Platform</th>
<th>Content Focus</th>
<th>Grade Band</th>
<th>Student Population</th>
<th>Who uses it (staff group) and how they use it (synchronous or asynchronous)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom</td>
<td>All Content Areas</td>
<td>PK-12</td>
<td>All Students</td>
<td>All staff will use zoom for synchronous remote learning.</td>
</tr>
<tr>
<td>Google Classroom</td>
<td>All Content Areas</td>
<td>K-12</td>
<td>All Students</td>
<td>All staff will use google classroom for asynchronous remote learning.</td>
</tr>
<tr>
<td>Center for the Collaborative Classroom</td>
<td>Social Emotional Learning Aligned to Restorative Justice - Caring School Community</td>
<td>K-8</td>
<td>All Students</td>
<td>Homeroom teachers will use this to reinforce weekly themes of friendship, support, and conflict resolution. Can be used as both synchronous and asynchronous remote learning.</td>
</tr>
<tr>
<td>Imagine Language &amp; Literacy</td>
<td>English Language Development Support</td>
<td>K-6</td>
<td>Newcomer &amp; Intermediate ELs</td>
<td>ESL teachers/interventionists use IL&amp;L for both synchronous and asynchronous remote learning.</td>
</tr>
<tr>
<td>Imagine Reading</td>
<td>ELA Intervention</td>
<td>3-8</td>
<td>Students with Lexile &gt; 500, Long Term ELs</td>
<td>Interventionists/ELA teachers use Imagine Reading for both synchronous and asynchronous remote learning.</td>
</tr>
<tr>
<td>Imagine Math</td>
<td>Math Intervention (English&amp;Spanish)</td>
<td>PK-2</td>
<td>All Students</td>
<td>Interventionists/Math teachers use Imagine Math for both synchronous and asynchronous remote learning.</td>
</tr>
<tr>
<td>Imagine Math 3+</td>
<td>Math Intervention (English&amp;Spanish)</td>
<td>3-8</td>
<td>All Students</td>
<td>Interventionists/ Math teachers use Imagine Math for both synchronous and asynchronous remote learning.</td>
</tr>
<tr>
<td>Imagine Math Facts</td>
<td>Math Intervention (Fluency)</td>
<td>K-8</td>
<td>All Students</td>
<td>Interventionists/ Math teachers use Imagine Math for both synchronous and asynchronous remote learning.</td>
</tr>
</tbody>
</table>
### Expanded Assessment Resources for Digital Access

<table>
<thead>
<tr>
<th>Resource/Platform</th>
<th>Content Focus</th>
<th>Grade Band</th>
<th>Student Population</th>
<th>Implementation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA Measures of Academic Progress</td>
<td>Growth Assessment - Reading, Math, Science, Language</td>
<td>K-12</td>
<td>All Students</td>
<td>Fall and Spring Pre/Post Growth Measure Percentile predictive of Next Gen MCAS Proficiency - Identify specific skill gaps along standards aligned Learning Continuum</td>
</tr>
<tr>
<td>ANET Interim Assessments</td>
<td>Benchmark Assessment - Math and ELA</td>
<td>3-8</td>
<td>All Students</td>
<td>Benchmark Assessments aligned to grade level standards as compared to other schools/states in the Network Data and Instructional Intervention Coaching Included</td>
</tr>
</tbody>
</table>

### Learning Management System (LMS)

The district will continue to recommend Google Classroom as the LMS platform for schools. Should there be a need for this remote plan to become a reality, consistency of experience and expectation will be important for students and families across the district. Schools may supplement the use of Google Classroom with other digital tools.

Based on feedback from the March - June remote learning period, student grade level and technology experience most influenced students’ ability to engage in digital learning. For example, our youngest learners who are on their journey to literacy, require digital supports such as Padlet, SeeSaw, and Flipgrid. It was also important to include parents/caregivers as partners in the learning process. This insight from lessons learned will ensure that our plans for a full remote service delivery model includes an approach that is differentiated and well-supported, especially for our youngest learners.
**Single Sign-On Platform**

LPS partners with Clever to provide students and families with single sign-on access to support digital learning. Clever also offers a family portal to enable access from home to the same critical blended learning resources students can access when they are in school. This platform also allows teachers to personalize their digital classroom, discover additional edtech programs, and remain connected to students and their families. Managed through our SIS, the Clever Portal allows single sign-on access (eliminates the need for students/families to memorize different usernames and passcodes) to the District’s recommended blended learning modules including: ST Math; Imagine Reading; Imagine Math; Language! Live; Keyboarding without Tears; and others.

**Collaboration Tools**

The District will rely on commonly used digital collaboration tools to support students and staff during in-person, hybrid, and remote learning modes. Some examples include:

- Face-to-face communication - Zoom
- Instant messaging - Google Chat
- Document collaboration - Google Suite (Docs, Slides, Sheets, Forms)
- File-sharing - Google Drive
- Calendar-sharing - Google Calendar
- Engagement - Class DoJo and Remind

**Additional Resources**

In addition to the recommended Learning Management Platforms, educators reported success with several additional digital resources during the March closure. These resources will be shared across the district as they have been identified as useful to differentiate student needs and increase student engagement. The following list includes a sample of these resources and their related uses:

- Asynchronous teaching, recorded video, student answers
  - Screencastify, Seesaw, EdPuzzle, Khan Academy, FlipGrid, PearDeck,
- Teacher/student feedback
  - Talk & Comment
- Student learning and quiz practice
  - Quizlet, Kahoot, Poll Everywhere, Socrative
- Curriculum presentation, virtual wall,
  - Padlet
- Student outreach
  - Remind, TalkingPoints
- Family Parent Communication
  - Remind, TalkingPoints, ClassDojo, PS Parent Portal

**Responsible Technology Use and Privacy**

Responsible use of technology by students is part of our curriculum at all grade levels and students are expected to follow the district’s [Acceptable Use Policy](#). Students are expected to follow the norms and expectations set by teachers for behavior and participation during online class sessions. Google Hangout, Zoom, or other online platforms are appropriate to use and include security waiting room and passcode options, but should not be recorded when students are in live sessions.
Additional Support for Students and Families
In addition to training for our teachers and staff, there will be online resources along with technical support resources and training for students and families. Our training priority will be to enable all students and parents/caregivers to do the following:

● Log on to their device and use technology tools and platforms safely and effectively
● Access ongoing technology support (both for hardware and network issues)
● Access curriculum and content
● View, complete, and submit assignments and receive feedback
● Monitor course progress and student performance (such as grades and assessment results)
● Engage with teacher(s) for instruction and interact with other students
● Access services and accommodations for students with disabilities
● Access services for English learners
Out-of-School Time Plan

Providing high-quality enrichment opportunities for the students in the Lawrence Public Schools will continue to be a significant focus for the District to consider as plans are further developed. While it will be critical to focus on areas of CORE academic achievement aligned to the MA Curriculum Frameworks to catch students at-risk for learning loss, it will be equally important to include support, instruction, and services that offer connections to the arts, physical fitness, athletics, and other offerings that spark student interest and creativity. The District will continue to serve as a champion for students to build confidence, talent, and career exploration through a comprehensive program of enrichment led by expert educators.

Districtwide Enrichment Camp

Given the structure and possibility that the District may be supporting students through a combination of hybrid models that will provide for in-person as well as remote service delivery, it will be important to shift the focus of some enrichment offerings previously scheduled during expanded learning time, to out of school time opportunities.

Should the district’s plan for a hybrid model that abbreviates the in-person school day be preferred, the District is planning an Enrichment Camp that will be planned and facilitated remotely during the afternoons. The Camp will include multiple offerings by grade cluster and will offer students choice in the selection of courses. While the offering schedule has not been completed at the time of this writing, it is expected that students will choose from selections such as Virtual District Chorus, Virtual Theater Camp, and Virtual Band. Other “camps” may require materials that will be available for distribution at school or mailed to students such as, Virtual Watercolor, Clay Sculptures, and others. Students may be challenged in a “Fitness Camp”, “Nutrition for Health and Wellness”, or “Let’s Cook” offering. The options are limited only by the creativity and expertise of our district’s talented educators.

21st Century Community Learning Centers

The District is a fortunate recipient of a federally funded grant that ensures students in many of our schools are provided with resources that support services during school-day expanded learning time as well as in out of school time (OST) options for families in need of day care during after school hours. Currently, nine of our elementary schools are served in the after school programs. The Community Group serves as the lead partner for the Out of School Time Grant. It is anticipated that some in-person, out of school time offerings will be available in the afternoons for families who qualify for this service. Currently, programs are assigned to the Bruce School, Community Day Arlington School, Frost Elementary School, Guilmette Elementary School, Leahy School, Parthum Elementary School, South Lawrence East Elementary School, Tarbox School, and Wetherbee School.

During July 2020, the District coordinated a smaller cohort of the summer OST program to convene at four school sites under the provisions of the CDC, Lawrence Board of Health, and MA DESE guidance for safety. As the District continues planning for a reopening, we will work closely with The Community Group to determine the number of students and sites where we may safely resume OST after school programming.
Staff, Student, and Family Supports

The sudden transition from in-person learning to remote learning this past Spring, along with the high positive COVID-19 rates in the City of Lawrence has resulted in an increased need for safety, wellness, and social emotional support for students and families. Teachers, Counselors, Social Workers and School Safety Officers will continue to build strong connections with students and families to address any social/emotional and safety needs that arise given that many families have been directly or indirectly impacted by COVID-19.

Every effort will be made to engage community-based organizations offering social/emotional and wellness support to families in need. School counselors will be instrumental in helping to make these referrals. In addition, professional development focused on trauma-informed practices and social emotional learning skills will continue to be the focus for staff regardless of learning or instructional delivery format to engage students and provide the support necessary for academic and social success. The sections below are a product of the ongoing work of the Social Emotional Task Force.

Social and Emotional Supports for Staff

Our educators identified three major areas that are necessary for leadership to address, in order for their return to school to be successful: Communication; Connection; and Self-Care. The following outlines recommendations in these areas that our schools will rely on as guideposts for the new school year:

Communication
- Transparency and inclusiveness in decision-making
- Professional development and planning for what to anticipate and strategies for support
- Weekly emails with updates to keep staff informed on decisions and progress
- Intentional focus on what will continue to be consistent and not just the upcoming changes

Connection
- Make available opportunities for shared leadership in normalizing new processes
- Time in the schedule for collaboration and supporting each other
- Implementation of Restorative Circles with staff
- Use of Professional Learning Communities to develop and prioritize professional development
- Embed pre-planned SEL skills practice in lessons and routines
- Administrators will check-in with teachers and make sure they feel supported

Self-Care
- Provide a safe space for teachers and staff when not in front of students
- Build a buddy system for teachers to check-in with each other with dedicated time and space in the schedule
- Provide weekly articles on SEL strategies for self-care to address vicarious/secondary trauma
- Encourage social times for teachers to connect virtually and in person
- Create and provide a “things you can count on” list for consistency
Social and Emotional Supports for Students

In order to meet students’ social and emotional learning needs, staff must be presented with enhanced professional development opportunities focused on connections, safety, and support along with trauma-informed practices and community-building strategies. Specific topics and suggestions include:

Curriculum and Instruction Resources
- Include world events for student learning and reflection, especially as they relate to the pandemic and the crisis of social justice
- Schedule small group class meetings/advisories to reduce anxiety as students return to school
- Increase subscriptions to E-Learning Resources especially as they relate to Digital Wellness, Mindfulness, and Movement Breaks

Tangible Resources for Students
- Tactile Learner Supports (i.e. stress balls, fidget spinners, etc.)
- Personal School Supplies (not shared with others)

Communication to Students
- Understand and practice safety routines
- Promote Student Campaigns (i.e.; Ways to Stay Safe and Healthy)

Community Partnerships and Resources for Students
- Increase access to counselors and other school-based health professionals
- Connect with community agencies to ensure basic needs - Food, Shelter, and Safety
- Support students in Crisis - Mental Health referrals and community outreach

Expectations for Technology Use/Availability
- Prioritize high school and high-needs students with access to a 1:1 devices at home and at school
- Increase connectivity for students through hotspot community access programs
- Include and enhance acceptable use lessons to protect students and raise awareness about social media bullying

Social and Emotional Supports for Families

Our schools are committed to maintaining frequent and consistent communication with parents/guardians during the reopening of schools. Schools can serve as a source of comfort and support. The following guidance has been shared:

- Communicate early and often with a preference for over-communication
- Be transparent and creative with efforts to engage families - Virtual Coffee Hours; Welcome Back Zoom Parties, Frequent Virtual Q and A Sessions, etc.
- Share and reference expert and updated guidance as it is received from the CDC, the Governor, and MA DESE
- Acknowledge concerns
- Address separation anxiety (esp. for younger students or newcomers)
Professional Development for Staff

Our training and professional development for staff will be shaped by the results of our Remote Learning Survey completed by educators from July 21, 2020 to July 24, 2020. The remote learning and reopening survey provided insight into our staff’s remote learning experiences and professional development needs for the upcoming school year. A review of the survey reflections revealed that about half of respondents (54%) felt prepared and supported while delivering remote instruction. Only 22% of surveyed educators reported that they were completely confident they had the knowledge and tools necessary to deliver effective remote learning moving forward.

When asked about the topics most needed for additional professional learning, respondents overwhelmingly messaged the need for help to increase and maintain student engagement during remote learning sessions as their first choice. This need was also identified as the second choice for those who completed the survey.

Plans for professional learning, including the ten days allocated for the beginning of the school year, will prioritize safety and social distancing protocols. While some limited small group in-person training may occur, administrators will be encouraged to use virtual resources and webinars to provide sessions and workshops. Opportunities to learn and practice with peers will be scheduled using Zoom breakout rooms as well as through large group informational and learning conferences.

It is important to acknowledge that planning for students in both in-person and remote learning environments (Hybrid) will require additional planning and collaboration. The District’s plan prioritizes time and resources for this planning to occur.

While administrators will be creating comprehensive plans and schedules to maximize the inclusion of 10 professional learning days to start the year, the District will support this planning by sharing a curated set of webinars and live-time training to reference a number of important topics. Some of these offerings will include:

- Support for new educators including initiation to mentoring and advising partnerships
- Strategies that promote increased engagement and participation
- Training to support expertise using technology and digital tools
- Social/Emotional Learning practices and morning meetings
- Restorative Justice in a virtual environment
- Content specific instructional support including digital coaching and support from the District’s well utilized partners (Know Atom, Imagine Learning, ST Math, Language! Live, ANet Coaches, and others)
- Support for in-person and remote assessments including NWEA’s Measures of Academic Progress (Growth) and the Achievement Network (Grade Specific Content Benchmarks)
- Increased training for universal precautions with an emphasis on COVID-19 safety protocols
- Time for compliance reviews and planning for meeting expectations (Special Education, etc.)
- Classroom organization and preparation
A summary plan for the 10 days of front-loaded professional learning will prioritize health and safety protocols for the new learning environment. Principals will have targeted time for planning and facilitating school-specific virtual trainings, workshops, and collaboration sessions. The District is also planning enhanced training of COVID-19 protocols as part of annual Universal Precautions sessions that will be led by district health professionals.

Educators will also receive opportunities to learn more about instructional practice with a lens of hybrid and remote learning modes. Most district professional learning options will be delivered in role-alike cohorts and/or grade-specific teams. The district will prioritize training for staff members who will be supporting the district’s high needs learners including students with disabilities and English learners. Relying on a protocol for in-person classroom preparation, principals will schedule small group visits to schools on September 14th and 15th.

Finally, based on the information provided by educators in the Remote Learning Survey, additional professional learning will be pursued and available during scheduled professional development during the school year. These additional areas include:

- Maintaining student learning engagement during remote learning
- Maximizing platform use including Zoom, Google Suite, Clever, etc.
- Supporting differentiation in a remote learning environment
- Providing social/emotional support for student, families, and staff
- Maximizing asynchronous instructional practice such as utilizing videos, encouraging student responses, etc.
- Increasing family and community participation
- Providing assessment and intervention supports

Here is a preliminary schedule for the 10 days of professional learning to start the school year, **districtwide staff hours for these 10 days of professional development will be 8:00am-3:15pm:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
</table>
| **Friday August 28th**    | Orientation for New Staff  
  ● Human Resources  
  ● Informational Technology  
  ● New Teacher Support  
  ● School Based Orientation |
|                            | School Planned and Facilitated Virtual Professional Learning for All Staff  
  ● School Specific Health and Safety Protocols |
| **Tuesday September 1st** | District Orientation for All Staff by Level  
  ● COVID-19 and Universal Precautions  
  ● Social Emotional Supports  
  ● Standards Based Assessment and Grading  
  ● Learning Management Platforms |
<p>| <strong>Wednesday September 2nd</strong> | School Planned and Facilitated Virtual Professional Learning for All Staff |
| <strong>Thursday September 3rd</strong> | School Planned and Facilitated Virtual Professional Learning for All Staff |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
</table>
| Friday September 4<sup>th</sup>  
Monday September 7<sup>th</sup> | Labor Day – No School for Staff                                             |
| Tuesday September 8<sup>th</sup>  
Wednesday September 9<sup>th</sup>  
Thursday September 10<sup>th</sup> | Blend of School Based and Districtwide Offerings for All Staff  
● Administrators  
● Content Area Teams  
● ESL Teachers  
● Special Education Teachers  
● Counselors  
● Related Service Providers, Psychologists, and Evaluation Team Facilitators  
● Paraprofessionals  
● Specialist/Intervention Teachers (Focus on Districtwide Enrichment Camp)  
● Crisis Intervention Staff |
| Friday September 11<sup>th</sup> | Blend of School Based and Districtwide Offerings for All Staff  
● Implementing Virtual Circles for Restorative Justice Practices  |
| Monday September 14<sup>th</sup> | Classroom Preparation and Set-Up                                           |
| Tuesday September 15<sup>th</sup> | Classroom Preparation and Set-Up                                           |
| Wednesday September 16<sup>th</sup> | First Day of School for Students                                           |
Technology Distribution

On March 23, the district began to develop a plan to provide technology to families to support remote learning. It was critical, to the greatest extent possible, that families had access to essential technology for their children during the school closure with an emphasis on our high needs populations. In an effort to give our students the best possible opportunity to make use of the online resources available to them, LPS was committed to providing every family with a wifi-enabled device and, where necessary, support for accessing the internet. The chromebooks formerly utilized in our schools were repurposed and provided to verified LPS families -- one device per family -- to support students in grades PK-12. The only exception to the one device per family plan was made for students with significant special education needs as identified by their Individual Education Plans (IEPs). Each of those students was given a 1:1 device.

During the week of March 30 - April 3, iPads were provided to students in Grades PreK - 2 and Chromebooks were provided to students in Grades 3 - 12. The devices were theirs to keep. While LPS stated they would not be able to provide technical support to families, many device exchanges were facilitated as critical needs arose. By the end of April, the Informational Technology (IT) department was able to refurbish additional devices collected from schools, thus increasing the device inventory. This allowed for an additional device distribution, increasing the overall ratio of 2 (students) to 1 (device). Through collaborative efforts with Mayor Rivera, LPS was able to order 12,000 new Chromebooks and 2,000 new iPads for schools to replace the prior inventory.

All teachers have been assigned Dell laptops and all support staff have been assigned chromebooks to enable them to participate more actively and effectively in the remote learning environment. During school closure, LPS distributed 525 additional devices to support staff including nursing staff, paraprofessionals, substitute educators and safety officers. The district also supported families with obtaining free or low cost home internet services, but this process proved to be challenging and some families required additional support. In May, the IT department began the process of purchasing Hotspots for distribution to families of high school students and students who would be participating in July's Extended School Year (ESY) program.

During the week of April 27, LPS purchased 2,400 Verizon Hotspots for families who didn't have internet access at home. That week, the Hotspot distribution occurred at the High School level. The following week it moved to serve students in Grades 1 - 8. The devices were live through July 31, 2020.

Currently Lawrence High School is in the process of adding an additional 1,000 Chromebooks to be assigned to students, ensuring a one (high school student) to one (device) ratio. For all other grade levels, devices were and will continue to be distributed based on need, including for newly enrolled families, with a two (students) to one (device) ratio, with the exception of high needs special education students, who are assigned a personal device for remote learning.

<table>
<thead>
<tr>
<th>Type of Device</th>
<th>Number of Students</th>
<th>Devices Distributed to date</th>
<th>Replacement Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>iPads (Pre-K - Grade 2)</td>
<td>3,594</td>
<td>724</td>
<td>2,000</td>
</tr>
<tr>
<td>Chromebooks (Grades 3 - 12)</td>
<td>10,288</td>
<td>8,682</td>
<td>13,000</td>
</tr>
<tr>
<td>Hotspots</td>
<td></td>
<td>384</td>
<td>2,400</td>
</tr>
<tr>
<td>Totals</td>
<td>13,882</td>
<td>9,690</td>
<td>17,400</td>
</tr>
</tbody>
</table>
As we head into the fall, the next phase of our approach will include distribution of devices for newly enrolled students and students who were previously in the 2:1 category. These students will receive their devices directly from their assigned school. Moreover, students whose devices have since broken will also have the opportunity to have the technology replaced or repaired. With these plans in place, the district aims to ensure all students have 1:1 access to technology. The one exception will be PK and Kindergarten, who will not need technology in the hybrid, but for whom devices will be deployed to families should a switch to full-time remote learning be required. Our new commitment to 1:1 devices will address the challenges faced in the spring when multiple students in a household needed access to the same device in order to participate in overlapping synchronous, or live, virtual learning.

Each school will utilize a Technology Liaison to ensure deployment. This is a member of the staff who receives a stipend for an extra duty assignment to ensure that educators and students have access to reliable technology. Device inventory will come directly from the new technology purchased last spring to replace the devices distributed during the emergency closure. Moreover, the technology liaison will be responsible for staff and family training opportunities to understand and access the virtual learning applications utilized by their school.

While schools will customize their plans for fall distribution based on their own welcoming activities, they will be able to utilize tools provided by the district, which will include new student lists in PowerSchool, a list of returning students grouped by sibling and home address, and school level access to requests from families enrolling in Full Remote Learning (under the Hybrid) who have indicated a need for technology. Technology liaisons will work closely with the district’s Instructional Technology team to ensure a coordinated and network of support for all device users.

**Accessing Instructional Applications**

While the district understands that students' touchpoints during remote learning are not singular, the majority of students and educators utilize Clever services to log into the LPS network. After logging in, students and staff are able to access all instructional applications assigned to the school/classroom/individual. Clever and PowerSchool, our Student Information Services, synchronize nightly to update all student, classroom, and course data.

Google Classroom was also used at most schools to support remote learning. This service is also accessed through Clever and synchronizes with PowerSchool. Teachers who developed "new" classrooms not reflected in PowerSchool had to manually create classes in Google Classroom. This is an area that will be addressed as we adjust our remote learning procedures for the 2020-21 school year.

Teachers utilized free Zoom software to allow students/teachers/administrators to participate in video/audio meetings. Zoom proved to be an excellent way to connect with students and families to support the home school connection. Currently, the district is in the final procurement stage (contract signatures) to obtain a Zoom Site license for the entire 2020-21 school year to support the remote learning plan. This contract will also allow teachers and administrators to reset any student password through Clever.

**Technical Support**

As referenced within the Technology Distribution section above, Lawrence Public Schools has one educator in every school who, as an extra duty assignment, serves as the Technology Liaison. The responsibility for these educators is to understand and communicate the technology needs in their school, act as a liaison between the IT Help Desk and the school, and act as the first line of support for school staff with technical needs. To enhance remote learning support for families in the 2020-2021 school year, we plan to expand job responsibilities for these educators to include tech support for families and students participating in remote learning.
Transportation

Lawrence Public Schools is a network of 30 schools, with nearly all of them designed as neighborhood schools. Therefore, the majority of our students walk to school. With this in mind, the district’s school transportation plan is composed of the following:

- **Student walkers**
- **Students assigned to yellow bus transportation**
  - High school campus students who live on the north side of the city
  - Special Education students who have transportation in their IEP/504
  - Homeless students and students in foster care who live two or more miles from their assigned school
- **Students who receive public transportation passes**
  - High school students who live two or more miles from school
  - Students who attend High School Learning Center
  - Students who attend International High School
  - Students who attend RISE
- **Students who utilize private transportation**
  - Families who individually contract with private companies, typically vans.

In collaboration with our transportation vendor, North Reading Transportation (NRT), Lawrence Public Schools is currently developing a transportation plan that will meet all safety protocols outlined in the DESE guidance. This plan will include ensuring that drivers, bus monitors, and nursing staff who accompany students as required by an IEP, are trained on the transportation plan prior to school reopening.

To support implementation of our hybrid plan, routing will consist of the following schedule changes:

- AM and PM runs for PK and Kindergarten, with cleaning between cohorts
- AM and PM runs for relevant students at the high school campus
- Two days per week runs for cohorts in Grades 1-8 (four days for high needs students)

The transportation plan will include the following key steps:

- Surveying parents for expected ridership for the coming school year
- Developing strategies to encourage alternative methods to bus transportation, including family incentives and mileage reimbursement for identified families
- Modifying bus routes and schedules to accommodate hybrid schedules as outlined in the schedule portion of this document
- Developing modifications to boarding, pick-up, and drop-off protocols
- Defining bus and seat assignments
- Developing health and safety protocols in conjunction with NRT, including required use of masks, physical distancing, ventilation, and precautions for bus drivers and monitors
- Ensuring NRT has developed and shared schedules and protocols for routine cleaning/disinfecting of vehicles
- Developing strategies, protocols, and training regarding transportation of
students with disabilities, including those who require close contact with adults

- Communicating and training for parents/caregivers, students, and staff prior to the reopening of school regarding all protocols, including the required wearing of masks for all students and staff on the bus

The district will use the following large bus configuration and will implement assigned seating, assuring only one student is assigned per bench, seated at opposite ends, with siblings allowed to sit together.
Nutrition Services

Lawrence Public Schools Nutrition Services staff understand the importance of ensuring that our students have access to daily meals regardless of the learning model employed during the 2020-21 school year. The mission of Nutrition Services is to cultivate lifelong healthy eating habits. Ensuring that students have access to nutritious meals has remained a priority for the Lawrence Public Schools throughout the school closure period, which began in March, and has continued through the summer with meal sites at several locations throughout the city.

Nutrition Services staff will practice safe food procedures working closely with the DESE FNP (Food and Nutrition Program). The district will provide nutrition staff with professional development to learn the changing meal service operations so they feel prepared to fully implement new policies, comply with new health and safety standards, and uphold existing program integrity. LPS will utilize the DESE Operational Guidance, training, and infographics to provide support to staff as we work through these challenges. Our goal is to ensure that students have access to high quality, nutritious school meals this upcoming school year at no cost to families.

Nutrition Services staff will follow the LPS onsite work requirements and the department’s reopening strategies when schools reopen. Frequent hand washing is required along with the wearing of masks and gloves throughout the work day. Mask breaks will be scheduled during the day. Staff schedules and work areas will be reviewed on an individual school basis. SERVSafe practices and procedures will continue to be in place to ensure the safety of meals being served. Refresher training will be provided throughout the course of the school year, as needed.

Students will be instructed to remain at their desk/table when eating and they will not share food or utensils. All food/utensils/condiments will be individually packaged. Students will clean their own desk/table area when they are finished eating and will subsequently return to mask usage. Meals will be made available to families who have students participating in remote learning.

It is recommended that schools close all non-essential food distribution, such as school stores or vending machines, limit food preparation to regulated areas, and restrict eating to set breakfast and lunch periods. It is also recommended that schools discourage students from bringing any open food containers/beverages into the school building. In addition to student meal service, the High School Campus will continue to operate the monthly “Mobile Market” for families who need additional nutritional support.

For the fall, the following protocols will be in place for students participating in in-person learning:

- Two menu options will be offered daily. Options will adhere to National School Lunch Program guidelines. Meals will be prepared and packaged in each school’s kitchen.
- Grab and Go Stations will be placed for students to pick up meals as they enter the school for breakfast or lunch.
- All meals will be placed in insulated transport bags.
- Modifications for students with food allergies will be provided.
- Since eating meals will require students to remove their masks, classroom teachers may, where necessary, utilize adjacent designated spaces (e.g., hallways, specialist class rooms, cafeterias) to provide sufficient space for students so they remain at least 6 feet apart.

For the fall, the following protocols will be in place for students participating in remote learning:

- All schools will offer a meal pick-up process that adheres to social distancing requirements.
- Student meals will be picked up at predetermined locations similar to the Summer Food Service Program.
Human Resources

Our capacity to successfully implement the chosen learning model for this fall is largely dependent on the availability of staff availability and student enrollment. It will be critically important for staff to work with Human Resources in August to confirm their assignment for the fall.

The Human Resources office is committed to providing support to all Lawrence Public School Employees. We will publish and post an Employee Bill of Rights in schools as well as on the LPS Website. Included in this Bill of Rights will be information on new benefits such as Expanded Family Medical Leave and Emergency Paid Sick Leave, related enrollment forms for staff, and other important information such as the standard FMLA policy, will also be included. Additionally, human resources staff will be able to assist staff across our schools via email or phone calls to address individual concerns, particularly for staff who are at an ‘increased risk for serious complications related to COVID-19’ and must self-identify. Staff may be required to provide medical documentation to access these benefits. The Employee Self-Service (ESS) database will remain the mechanism to report all absences.

The district will be working closely with the City of Lawrence’s Public Health Officials and following City protocols regarding a return to work after travel, returning to work after a COVID illness, and other related protocols as they are established. This information will be distributed to all staff, along with updates, as revisions occur in this rapidly changing environment.

All staff members will be required to complete an attestation form daily, prior to arriving at work. Staff members are prohibited from coming to work if they are ill or exhibiting symptoms of COVID-19. If a staff member has been exposed (close contact for more than 15 minutes) to a person with COVID-19, the staff member must stay home for 14 days after known exposure, monitor for symptoms, and follow CDC guidance if symptoms develop. Staff must immediately notify their supervisor and the local board of health if they develop symptoms of COVID-19.

Required Staff Training

All staff will receive training on the District’s Reopening Plan prior to the start of in-person services. Sessions will include CDC training modules on PPE and non-pharmaceutical interventions. School based staff will also receive training from the school nurse on mitigation procedures, personal hygiene, signs and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. Staff will have time to carefully review individual student needs prior to the start of in-person learning.

Visitors to Lawrence Public Schools

School visitors will be asked to make an appointment with the safety desk or front office (depending on school) for any drop off of materials or required meeting with faculty, staff or administration. Upon arriving for an appointment, visitors should wash their hands or sanitize them using provided materials at a table outside the office, and then check in - and sign in - at the appropriate site. All visitors must enter through the main entrance and must wear a face covering. The main office will maintain a visitor log including the first and last name of the visitor, the date of the visit, the visitor’s phone number, arrival and departure times, and all areas the visitor entered in the building.
Certification of Health and Safety Requirements

The Lawrence Public Schools certifies that this reopening plan meets the final health and safety requirements issued by the Massachusetts Department of Elementary and Secondary Education. Specifically, the following plans are prepared:

COVID-19 Testing

Universal SARS-CoV-2 testing of all students and staff in school settings has not been systematically studied. It is not known if testing in school settings provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other infection preventive measures (e.g., social distancing, cloth face covering, hand washing, enhanced cleaning and disinfecting). Therefore, CDC does not recommend universal testing of all students and staff. Implementation of a universal approach to testing in schools may pose challenges, such as the lack of infrastructure to support routine testing and follow up in the school setting, unknown acceptability of this testing approach among students, parents, and staff, lack of dedicated resources, practical considerations related to testing minors and potential disruption in the educational environment.

According to the CDC, while schools play a role in identifying students and staff who have COVID symptoms or who have known or potential exposure, school staff are not expected to directly administer SARS-CoV-2 tests. As part of symptom screening and protocols for exposure, close contact and positive cases, the school will be prepared to refer symptomatic individuals to their PCP/Pediatrician. The healthcare providers will determine when testing for SARS-CoV-2 is appropriate.

Testing, combined with contact tracing and isolation, helps control the spread of COVID-19 in Massachusetts. All test results, both positive and negative, are reported to the Massachusetts Department of Public Health (DPH). When a person has a positive COVID-19 test, it is the local board of health or the Massachusetts Community Tracing Collaborative that will reach out to provide support so that these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts. These organizations will then reach out to the individual’s close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate/quarantine.

Testing sites in Massachusetts can be found at this website: MA COVID Testing Sites.

Prescreening/Education

Staff and families will be provided education in the form of emails, texts, videos, and virtual seminars to reinforce the importance of screening at home prior to arriving at school. Specific recommendations will include:

- Check for Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea, Fatigue, when in combination with other symptoms
● Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms,

Staff and students will be consistently reminded to remain at home if they are sick, inform their school of illness/exposure and quarantine or testing. Staff and students will be encouraged to practice wearing masks for prolonged periods.

→ Additionally, families will be reminded of the need to self-isolate for 14 days following any travel that occurs outside of New England, including internationally, before the child may attend any in-person sessions.

The following links will be made readily available on the District’s webpage as part of the pre-screening and pre-education plan:

- Coronavirus disease 2019 (COVID-19) How To Protect Yourself
- Stop the Spread of Germs
- COVID-19 Stop the Spread of Germs
- CDC Coronavirus Print Resources

Infection Control Practices

● The District will work with parents to ensure that students are current on all standard vaccinations before they return to in-person school. In addition, the district will strongly recommend all students and staff get their regular flu vaccine. As it appears children are less likely to be infected with and to transmit COVID-19, this is not the case for influenza, where children are frequent transmitters. Therefore, ensuring all students, teachers, and staff receive the seasonal flu vaccine will be an extremely high priority. The District will share anticipated updated guidance from the Department of Public Health regarding vaccines for schools and parents.

● Face coverings/masks (Cloth Face Coverings) are required of all staff and students (Grades 2 through 12) unless there is medical or specialized need not to do so. Our youngest learners, in PK, K, and Grade 1 will be encouraged to also wear face coverings, but it will not be required (except on the bus, where it will be mandatory). Students and staff will have mask breaks throughout the day. Breaks will occur when students/staff can be six feet apart. Ideally breaks will occur outside when possible or with the windows open. Masks/face coverings will be provided by the student/family/staff. Disposable masks and other necessary PPE have been ordered in the event of soiling or hardship. Here are face mask resources: Face Mask Protocol, Reuse and Care of PPE.

● Maintaining social distance is crucial as reviewed and advised by the Massachusetts COVID-19 Command Center Medical Advisory Group. The district will aim for a physical distance of six feet when feasible, and during all mask breaks including snacks and meals. The District will maintain the three feet minimum distance allowed when combined with other safety measures outlined in this list of safety requirements (masks).

● Handwashing will be recommended to be done often, and required as follows:
  ○ Entering and exiting the classroom
  ○ Before eating and/or preparing food
  ○ After blowing the nose, coughing, or sneezing
  ○ Before and after treating a cut or wound
After using the toilet
- After touching garbage
- After using classroom community items (manipulatives, books, technology, arts supplies)
- Handwashing Resources: Hand washing, Spanish Handwashing, Hand Sanitizer Application

- Students and Staff will practice good sneeze/cough hygiene. All will be reinforced to cover their mouth/nose with a tissue and throw the tissue away immediately in a trash can, and then wash their hands. If no tissue is available, individuals should cough or sneeze into the crook of their arm or on their sleeve.
- Avoid touching the face, eyes, nose and mouth, where it is easy to spread the virus to yourself.
- Frequently touched surfaces will be cleaned daily, including door knobs, counters, tables, tablets, keyboards, phones, and bathroom fixtures.
- There will be no eating from “family/community” snack bags/bowls. Food should be poured into a single container, as opposed to reaching into the bag/box, to prevent contamination by many hands reaching into the same bag/box.
- Avoid contact with sick people. If someone in your household is sick, isolate them from the rest of the family.
- Knowledge is important, but where you get your knowledge is just as important. Here are reputable websites where you can obtain information: CDC COVID 19, MA DPH COVID, and the Lawrence Health Department
- If someone gets sick with symptoms associated with COVID-19, and he/she is seeking treatment at a physician’s office or any healthcare facility, let them know the symptoms ahead of time, or immediately upon arrival. If possible, have a family member go into the facility to share symptoms with the triage nurse, so appropriate precautions can be taken. If there is a need to call 911, it will be important to notify the dispatcher of the symptoms so the first responders can take appropriate precautions. Nursing Services will work collaboratively with the Lawrence Public Health Department to identify individuals who have tested positive and/or who had close contact with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and self-monitor for symptoms, following CDC guidance if symptoms develop. Nursing Services will work closely with the Administrative Team to identify any COVID-19 cases and any necessary follow up actions.
- Here are additional resources: COVID 19 Supporting Wellness, Staff/Student Illness, Stop the Spread of Germs

Dismissal Rooms
- All schools will have a separate health room for students with COVID/flu like illness. COVID Symptoms
- All students in the Dismissal Room will be required to wear a mask regardless of age or grade level.
- The parent/guardian will be called immediately to come to the school and dismiss the child.
- Where possible, the Dismissal Room will be in close proximity to the main health office. The room will have a door and the ability to monitor students from outside the door. For schools where this is not possible, the Dismissal Room will be large enough to maintain a six foot distance between all students and staff monitoring the room. If possible, the room will have a window for ventilation or the ability to exchange the air relying on an adequate ventilation system/air filter.
- Students in the Dismissal Room should have access to a dedicated bathroom for use only by sick students and it must be cleaned after every use. If not possible, students with symptoms should be directed to a single bathroom that must be cleaned after every use.
- The Dismissal Room will be cleaned after each student is dismissed including sanitizing frequently touched surfaces and the chair/cot student used. The room will be deep cleaned daily, as late in the evening as possible, to allow for any droplets to settle and will be ready for use 12 hours after cleaning.
● When ready for dismissal, the student will be escorted to the door to be dismissed to parent or guardian, instructions for follow up care will be provided by the nurse during the dismissal or previously during the call home. Please see the Dismissal Procedure for more information.
● Here are additional resources on what to do if you get sick and are dismissed: COVID 19 Quarantine, COVID-19 Isolation, 10 tips for at home quarantine or self monitoring, How to Self Isolate Self Quarantine

Dismissal Procedure
● Parent/Guardian will wait outside for child to be dismissed whenever possible,
● Parent/Guardian will use the door speaker or call the school office to identify themselves and inform the office staff of the need to dismiss their child.
● The Nurse will escort the student from the Dismissal Room to the exit door.
● Students will wear a mask for dismissal and while in the dismissal room.
● Parents will be instructed about necessary follow up care based on symptoms and if/when the child may return to school. This information will also be provided in writing.
● If a parent/guardian is dismissing a child from the nurse’s office and must enter the building, they must wear a mask.

Health/Nurses Office
● Nurses will utilize full PPE with adequate ventilation.
● Each Health/Nurse team will develop a plan to keep well-students (medication, injuries) separate from sick students.
● Schools will assign well students who have health requests for minor needs to other areas, instead of the nurse's office. Band-Aids and hygiene products will be maintained in the main office or counselor’s office; extra clothing will be stored elsewhere so if there is soiling, spilling or torn clothing, well students do not visit the nurses office. Schools will also identify an alternative location for students who may need to eat if breakfast is missed.
● Detailed protocols for parent meetings as well as medication drop off/pick up will be in place to minimize visitors in the nurse’s office.

Additional Health Considerations
● Since water bubblers will be inoperable to prevent sharing, schools will be provided bottled water or gallon jugs with disposable cups.
● Classrooms will maintain adequate ventilation including the addition of fans and cleaning/replacement of HVAC filters.
● The heat index for classrooms will be monitored, especially since staff and students wearing masks may increase discomfort on high heat days. The heat index, also known as the apparent temperature, is what the temperature feels like to the human body when relative humidity is combined.

Health Related Needs for Staff
● The District will require a daily attestation survey that must be completed before each staff member reports to work. The electronic survey is designed to direct a staff member with symptoms, or recent travels outside of New England without benefit of a 14 days self-isolation, to contact a supervisor before entering any school or school related building.
Supervisors will discuss the self-report with the school health lead, and the district’s COVID-19 Leader if necessary, to provide the staff member with instructions for seeking medical support.

Principals and Department Supervisors will monitor the survey submissions daily to ensure that all staff present have completed the self-report. As advised by the Department of Public Health, the survey questions include the following:

- Do you have a fever or have you felt feverish in the past 24 hours or or had a measured temperature above 100.0 degrees?
- Do you have a new cough not related to a chronic condition?
- Do you have shortness of breath or chest pain?
- Do you have new nasal congestion or a new runny nose (not related to seasonal allergies)?
- Do you have muscle aches?
- Do you have a new loss of taste or smell?
- Do you have nausea, vomiting or diarrhea?
- Have you had “close contact” with an individual diagnosed with COVID-19 in the last 48 hours? (“Close contact” means living in the same household as a person who has tested positive for COVID-19, caring for a person who has tested positive for COVID-19, being within 6 feet of a person who has tested positive for COVID-19 for about 15 minutes or longer, or coming in direct contact with secretions (e.g., sharing utensils, being coughed on) from a person who has tested positive for COVID-19, while that person was infectious with or without symptoms and the 48 hour prior to onset of symptoms or positive test.)
- During the LAST 14 DAYS, have you travelled out of state or internationally? (Exception for those traveling from New England (ME, NH, VT, CT, RI), New York and New Jersey?)

**Personal Protective Equipment (PPE)**

All staff will wear masks/face coverings, which will be self-provided. The district will supply additional PPE as needed for job assignments. PPE ordered by the district includes:

- N95-KN95 masks
- Adult/child disposable masks (for emergency use)
- Face shields for appropriate staff
- Safety goggles for appropriate staff
- Clear face masks for appropriate staff
- Gloves
- Isolation gowns