

Learning First Charter



Public School



Fall 2020 Reopening Plan

Superintendent: Leo Flanagan



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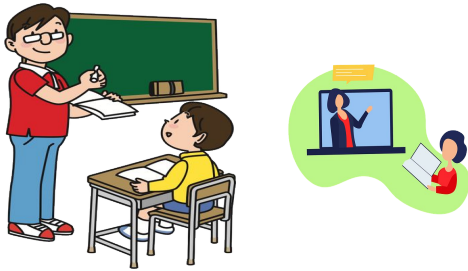
Executive Summary

- Based upon the Initial Fall School Reopening Guidance, LFCPS developed three reopening models for a safe return including In-Person, Hybrid and Remote.
- LFCPS conducted a feasibility study and determined that it was not possible to implement a full in-person model and meet the health and safety guidelines. Both a hybrid and remote model were developed that were able to meet the health and safety guidelines.
- **Synchronous** learning is instruction and learning that occur at the same time, but not necessarily in the same place. The term is most commonly applied to various forms of virtual, digital and online learning in which students learn from instructors and peers in real time, but not necessarily in-person.
- **Asynchronous** instruction and learning occurs not only in different locations, but at different times. Examples are: pre-recorded lessons, educational videos, email exchanges, feedback, online google chat and google classroom.
- LFCPS determined how it could implement a combination of all mitigation strategies to reduce the risk of transmission in the school.
- Staff must monitor themselves daily and students, with the assistance of families, must also be monitored daily for symptoms and stay home if feeling unwell, so that everyone can do their part to protect others.
- Parents, families and staff can contact the school nurse when a staff or student has been exposed to a COVID-19 confirmed-positive individual, is symptomatic, is confirmed positive or recovering from COVID-19 by calling the school or completing the form on the school website.
- LFCPS is requiring that all staff, students and individuals who enter the building wear masks, exercise hand hygiene, maintain social distance of 3-6 feet and stay in assigned cohorts or seats (classroom, bus).
- LFCPS will regularly communicate with families through autodialers, weekly newsletters, emails, Google Classroom and the school website.
- LFCPS has prepared to respond to COVID-19 scenarios and provide teaching and learning for students in the hybrid and remote models.
- The state has mandated that 10 days of staff training and preparation are provided at the beginning of the year. This training will start on August 24th, 2020.
- LFCPS will start classes on Tuesday, September 8th, 2020 using a remote model.
- If health and safety guidelines indicate it is safe for in-person classes to resume, a hybrid or in person model will be offered.
- The Department of Elementary and Secondary Education (DESE) requires that schools provide a minimum number of hours of scheduled learning activities whether we are using the remote, hybrid or in-person model during the 2020-2021 school year .
- State guidance regarding the reopening of schools is available from DESE at the following link: <http://www.doe.mass.edu/covid19/>
- Guidance from the CDC regarding reopening schools can be located at the following link: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

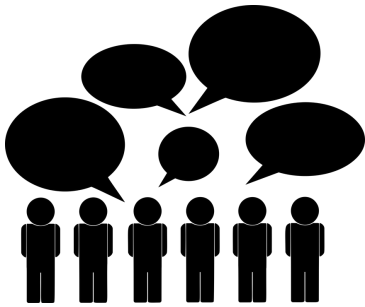
Guiding Principles



- Ensure the safety and well being of the Learning First Community



- Provide a high quality education across all learning models where students attend, engage, learn and grow

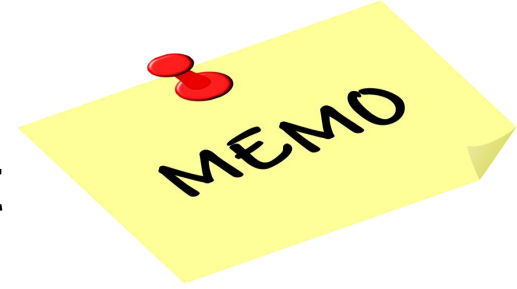


- Communicate openly and effectively



- Build and sustain connections with students and families

Letter from the Superintendent



Dear Families,

We have a number of important updates to share with you regarding the start date for school, the manner in which we will deliver learning, and the arrival of computers.

In accordance with DESE guidance we are giving our teachers 10 days of professional development around the new Covid guidelines as well as to prepare for remote learning. Our teachers had 5 days planned and we are allotting an additional 5 days. As a result, the school year will begin on September 8th.

Our school team, in accordance with family and staff surveys, has decided to start the year embracing a fully remote model for delivering instruction. We miss seeing the students very much but just feel like this is the safest option for the moment. We are committed to getting our students back to school as soon as possible and we are ready to pivot to in-person learning when we feel as if the conditions are safe enough for students and staff.

We have not yet received our shipment of computers. We still have about three weeks before the start of school so we still have some time. We are also working with the state to help us get the chromebooks we need. We will let you know the moment we get them and share the plans for getting computers out to families.

Please email me at lflanagan@learningfirstcharter.org if you have any questions or concerns. We are committed to serving our families with the utmost diligence throughout this unprecedented time. There is no question or concern too small.

Leo

In-Person Learning Model

- In this model, students receive in-person instruction full time and the school environment is modified to meet health and safety guidelines.
- Students and families who would like to continue a remote model may, while the rest of the school returns.
- Due to the square footage of our classrooms, and the health and safety guidelines that have been mandated, it is not feasible for our school to return to a full in-person model at this time.



Hybrid Learning Model



- The hybrid model includes an A, B alternating schedule, with each cohort of students participating in 2 days of in school learning, and 3 days of remote learning.
- Based upon the health and safety guidelines, 12-13 students (about half of the class) can be in each classroom to maximize student in-person learning with the hybrid structure.
- Classes are structured like a flipped classroom, where the majority of independent learning would be taking place remotely, and the majority of reinforcement and hands-on learning would take place in-person.
- The schedule is designed with the ability for students to transition between the remote and hybrid days while maintaining the same schedule. The consistent schedule is designed to meet students individual needs through general education instruction and, if indicated, through tiered support services, ESL, special education and related services.
- Through Google Classroom, instruction, and curriculum-aligned supplemental resources, students have full access to the ELA, Mathematics, Science, Social Studies and specials lessons while remote and in person. Tiered gap-closing instruction in both mathematics and ELA is available to students in both settings.
- When utilizing the hybrid model, families have the option to continue remote learning full time for their students.
- Students with high needs will have the option of participating 4 days a week in person and 1 day remotely.
- Regardless of student location, accommodations, services, and instruction such as tiered supports, ESL instruction, and special education instruction and related services will be provided.

Hybrid Learning Sample Schedule K-4



Time	In Person	Remote
7:30-8:00	Attendance Breakfast	Breakfast Prepare for learning
8:00-8:30	Open Circle/Circle Forward	Attendance (Live-Google Meet) Open Circle
8:30-10:00	ELA Block <ul style="list-style-type: none"> • Mini-lesson • Small groups • Successmaker • Independent work 	ELA Block <ul style="list-style-type: none"> • Synchronous Lesson (Live-Google Meet) • Small groups • Asynchronous components • Independent work
10:00-10:30	Mask break/snack	Snack/Movement break
10:30-12:00	Math Block <ul style="list-style-type: none"> • Mini-Lesson • Small groups • I-Ready • Independent work 	Math Block <ul style="list-style-type: none"> • Synchronous Lesson (Live-Google Meet) • Small groups • Asynchronous components • Independent work
12:00-12:45	Lunch/Recess	Lunch/Break
12:45-1:45	Science/Social Studies <ul style="list-style-type: none"> • Mini-Lesson • Small groups • Independent research 	Science/Social Studies <ul style="list-style-type: none"> • Synchronous Lesson (Live-Google Meet) • Small groups • Asynchronous components • Independent research
1:45-2:30	Specials	Specials (Live-Google Meet)
2:30-3:15	Flex (Intervention)	Independent Work (Asynchronous) Teacher check-in (Live-Google Meet)
3:15-3:30	Mask Break/Dismissal	Independent Work (Asynchronous) Teacher check-in (Live-Google Meet)

Hybrid Learning Sample Schedule 5-8



Time	In Person	Remote
7:30-8:00	Attendance Breakfast	Breakfast Prepare for learning
8:00-8:30	Open Circle/Circle Forward	Attendance (Live-Google Meet) Open Circle
8:30-10:00	ELA Block <ul style="list-style-type: none"> • Mini-lesson • Small groups • Successmaker • Independent work 	ELA Block <ul style="list-style-type: none"> • Synchronous Lesson (Live-Google Meet) • Small groups • Asynchronous components • Independent work
10:00-10:30	Mask break/snack	Snack/Movement break
10:30-12:00	Math Block <ul style="list-style-type: none"> • Mini-Lesson • Small groups • I-Ready • Independent work 	Math Block <ul style="list-style-type: none"> • Synchronous Lesson (Live-Google Meet) • Small groups • Asynchronous components • Independent work
12:00-12:45	Lunch/Recess	Lunch/Break
12:45-1:30	Science <ul style="list-style-type: none"> • Mini-Lesson • Small groups • Independent research 	Science <ul style="list-style-type: none"> • Synchronous Lesson (Live-Google Meet) • Small groups • Asynchronous components • Independent research
1:30-2:15	Specials	Specials (Live-Google Meet)
2:15-3:00	Social Studies <ul style="list-style-type: none"> • Mini-lesson • Small groups • Independent research 	Social Studies <ul style="list-style-type: none"> • Synchronous Lesson (Live-Google Meet) • Small groups • Asynchronous components • Independent research
3:00-3:30	Mask Break/Flex (Intervention) Dismissal	Independent Work (Asynchronous) Teacher check-in (Live-Google Meet)

Remote Learning Model



- All students K-8 will be issued a new Chromebook that has a highly effective and user-friendly Clever dashboard allowing students and families to access all of the Apps used.
- Hot spots have been made available for families.
- Teachers will provide both synchronous and asynchronous lessons posted to Google Classroom in ELA, Math, Social Studies aligned to the Massachusetts State Standards, and in science aligned to the Next Generation Science Standards.
- Students will also receive “take home bags” with supplemental resources, curriculum work books and manipulatives for hands-on learning and activities that are needed to complete lessons.
- Open Circle (k-5), Circle Forward (6-8), guidance, health, mindfulness and physical education lessons provided weekly are designed to address students’ social-emotional and physical well-being.
- Ongoing communication with families and support for educational and emotional needs will be provided.
- Attendance will be taken daily and tracked. For students and families where more support is needed to ensure students attend and engage in live lessons and complete class work, a support plan will be developed.
- Teacher office hours and ongoing written and verbal communication will be provided.
- The SEL referral feature will be used to monitor student/family engagement, provide more extensive social and emotional support to families in need, and maintain open communication between home and school. A weekly meeting will be conducted to review referrals and plan accordingly to support students and families through strategies such as student/family coaches to help maintain engagement, organize weekly lessons and tasks and provide additional support beyond the classroom teacher.
- Grading will be based on submitted work and communication with parents and students through Google Classroom to support ongoing progress towards grade-level standards mastery. Teachers will use standards-based grading for all students K-4 and numerical grading 5-8 based on our ability to use the core curriculum that is aligned and adaptive to a remote learning structure. All standards are covered in the online components of the current curriculum.
- Class Dojo, Google Classroom, phone calls and email will be used to communicate with families and students. Class Dojo and Google Classroom have the ability for families to translate in multiple languages. Staff are available to interpret and translate as well.
- Students with disabilities will have an individual learning plan that describes how the instruction and services in the IEP will be provided remotely.
- EL students will receive SEI and ESL instruction while remote through synchronous and asynchronous lessons.
- Some high needs students may still be served in person through a hybrid model.

Remote Learning Sample Schedule K-4

****NOTE:** Grade level schedules will vary with times and will be shared with families. This is a sample and not a whole school schedule.



Time	Learning Focus
8:00-8:30	Attendance (Live-Google Meet) Open Circle
8:30-10:00	ELA Block <ul style="list-style-type: none"> ● Synchronous Lesson (Live-Google Meet) ● Small groups ● Asynchronous components ● Independent work
10:00-10:30	Snack/Movement break
10:30-12:00	Math Block <ul style="list-style-type: none"> ● Synchronous Lesson (Live-Google Meet) ● Small groups ● Asynchronous components ● Independent work
12:00-12:45	Lunch/Movement break
12:45-1:45	Science/Social Studies <ul style="list-style-type: none"> ● Synchronous Lesson (Live-Google Meet) ● Small groups ● Asynchronous components ● Independent work
1:45-2:30	Specials - Synchronous (Live-Google Meet)
2:30-3:30	Independent Learning Activities Teacher check-in office hours (Live-Google Meet)

Remote Learning Sample Schedule 5-8

****NOTE:** Grade level schedules will vary with times and will be shared with families. This is a sample and not a whole school schedule.



Time	Learning Focus
8:00-8:30	Attendance (Live-Google Meet) Open Circle/Circle Forward
8:30-10:00	ELA Block <ul style="list-style-type: none"> ● Synchronous Lesson (Live-Google Meet) ● Small groups ● Asynchronous components ● Independent work
10:00-10:30	Snack/Movement break
10:30-12:00	Math Block <ul style="list-style-type: none"> ● Synchronous Lesson (Live-Google Meet) ● Small groups ● Asynchronous components ● Independent work
12:00-12:45	Lunch/Movement break
12:45-1:30	Science <ul style="list-style-type: none"> ● Synchronous Lesson (Live-Google Meet) ● Small groups ● Asynchronous components ● Independent work
1:30-2:15	Specials - Synchronous (Live-Google Meet)
2:15-3:00	Social Studies <ul style="list-style-type: none"> ● Synchronous Lesson (Live-Google Meet) ● Small groups ● Asynchronous components ● Independent work
3:00-3:30	Independent Learning Activities Teacher check-in office hours (Live-Google Meet)

Out of School Time Plan



- In order to allow for families that are having either hardships or weekday restrictions, a supportive plan will be put in place that could include:
 - A Family Support Coach assigned to the student and family
 - Flexible extended hours for lessons and assignments
- The afterschool Village program will be offered when a Hybrid or In-Person Learning Model is in place, which will include:
 - Afterschool care
 - Homework assistance
- Students also have amenities that are available from Worcester such as the Boys and Girls Club, Girls Inc., etc.
- Additional counseling services are available for students that may need more extensive SEL support through our partnership with Enlightened Interventions.
- Family Support Program for ELs
 - A family support hour will be available from 6PM -7PM Monday through Thursday for families to join the Google Meeting and ask questions about school work, get resources or technology support, or receive any supports they identify may be needed to enable their student to be successful in the remote environment. Staff will be available that speak multiple languages.
 - If parents identify that their student needs additional academic support outside of the school hours due to the remote structure and family schedule, afterschool and/or weekend individual and/or small group tutoring for students will be set up remotely through Google Meet.
 - If parents identify that they need additional resources, the resources will be provided, or support to obtain the resources will be provided.

Special Population Considerations

High-Needs Population

- 78.3% of students are identified as high needs, but with the health and safety guidelines for in-person instruction, LFCPS can only have 50% of the students receiving in-person instruction safely.
- Additional technology devices and technology-based instructional programs have been purchased to support students and families with remote instruction, which is a component of both the Hybrid and Remote learning models.



English Language Learners

- ESL instruction, sheltered English instruction, scaffolds and supports will be provided.
- ELs' current language levels, can-do descriptors based upon domains, language goals and progress will inform instructional programming.
- Synchronous and asynchronous ESL instruction will take place using tools such as Flipgrid, Google Meets, and Reading Horizons so students can communicate with each other and have an opportunity to build language skills in speaking, listening, reading and writing.
- Google Classroom in connection with our curriculum tools allows for flexible placing, scaffolds and instruction to be built into daily assignments and teacher lessons along with the ESL instruction.
- Title III programming will provided additional supports for parents and for ELs through the Acceleration Academy supports provided in the evenings and on the weekends.

Students With Disabilities

- Instruction and services provided will be aligned with IEPs in all three models.
- If fully in-person, students with disabilities will be provided with all services identified in their IEPs.
- If hybrid, a combination of in-person and remote instruction and services aligned with students' IEPs will be provided by special education teachers and related service providers. Identified high-needs students with disabilities will have the opportunity to attend 4 days in person instead of 2 days in the hybrid model.
- In the remote model accommodations and modifications will continue to be provided through Google Classroom based upon special education and general education collaboration and co-planning.
- Ongoing communication between the special education teachers and families will be continual and be documented to ensure needs of students with disabilities are being met in each model.



Technology



Access and Connectivity

- **1:1 Chromebooks** provided for all students.
 - Each student is assigned a chromebook at the beginning of the school year.
 - The chromebook remains at home.
 - Students will have an assigned school laptop or device when in-person at school.
 - If the laptop or device is shared between students on opposite days during a hybrid model it will be disinfected between students.
- **Hot Spots** will be provided based on the surveys and family-identified need of support with access to internet



Learning Management System

- **Google Classroom** is the primary digital platform where students can access instruction, curriculum and assignments.

Technology Resources

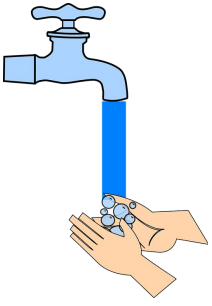
- **Google Meets** will be utilized within the Google Classroom for synchronous remote instruction.
- **Document sharing, calendar sharing, file sharing** and access to the full library of Google tools for learning, including the ability to monitor due dates and schedule meetings, are available through GSuite for Education.
- **Clever** has been selected as LFCPS single sign-on platform.

Technology Supports

- Students and families can request technology support through the classroom teacher.
 - The teacher will provide assistance or make the referral through the help desk system.
- Staff can request technology assistance through the help desk for staff-related technology needs as well.

Safety and Wellness

Handwashing/ Hand Sanitizing



- Handwashing:
 - Soap and water with visible lather on all surfaces of hands
 - For at least 20 seconds
 - Rinse thoroughly.
 - Dry with an individual disposable towel.
- Hand Sanitizing
 - Sanitizer available at the school entrances and in each room.
 - Sanitize by rubbing for 20 seconds upon arrival, before eating, before putting on and taking off mask, before dismissal and whenever entering the room.
- Posters have been placed in hallways and bathrooms reminding students to cleanse hands throughout the school day.



Masks/Face Coverings (K-8 and adults):

- All adults and students are required to wear masks.
- Exceptions to the mask requirement include medical conditions, disability impact, or health/ safety factors. Face shields are an option in these situations.
- Mask breaks are scheduled throughout the day (6 feet apart and ideally outside).
- Masks are provided by the student/family. Masks will be available if a student forgets their mask
- Reusable masks must be washed daily.
- Masks are required by everyone on a bus during bus transportation.
- Masks are required by family members interacting with school staff during arrival or dismissal outside of the school building and at all times inside the school building.



Physical Distancing

- 6 feet when masks are removed
- 3 feet with mask when community prevalence is low
- Desks are arranged 6 feet apart facing the same direction.





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Social Emotional Wellness

The abrupt switch to a remote model in the Spring of 2020 had an impact on the academic and social wellness of students and has presented new social and emotional challenges for students, families and staff. Learning First Charter Public School is committed to supporting the needs of our students, families and staff in the new school year. We will do this by focusing on the following areas:

- Building and maintaining a strong sense of community
- Providing all students with the necessary tools for academic success
- Updating the website with a new dashboard for easy access and navigation
- Supporting families
- Supporting staff wellness

Support for students:

- Looping classes as a whole to maintain the sense of community that was built in 2020
- Providing a block of time for Social-Emotional Learning
- Providing consistent opportunities for feedback
- Daily teacher office hours (Live Google Meet) for check-ins
- Guidance team small group or individual supports

Support for staff:

- Create a Google Classroom for staff that contains all resources, PD opportunities and new guidelines.
- Create a referral process for students/families in need of support.
- Plan for staff in need of support.
- Provide a Virtual Wellness Program.



Social Emotional Supports

Tier I

- Teachers will provide Tier I instruction through Open Circle in grades K-5 and Circle Forward in grades 6-8.
- Supplemental curriculum resources
- Counselors will provide guidance lessons.
- Universal screening questionnaire
- Referral system for SEL
- Universal self management and remote-learning strategies

Tier II

- Through Tier II, Check-in/Check out system will be provided for individual students.
- Identified students will be supported through Tier II instruction in programs such as Why Try, Zones of Regulation, and Social Thinking.
- Behavior and Discipline staff will work as Family-Support Coaches to help families identified through the referral system.

Tier III

- Individual counseling
- Acute support
- Referral to Enlightened Interventions

Planning and Instruction



Planning:

- Weekly grade-level team planning
- Daily individual teacher planning/prep block
- Weekly Professional Learning Committee
- Bi-weekly Guidance consult with classroom teachers

Instruction: *Attend, Engage, Learn and Grow*

- The school curriculum provides high quality instruction and will be used while in all models.
- All core-curriculum components can be accessed online for in-person and remote teaching and learning.
- Daily Instructional Blocks will include:
 - Synchronous Lessons
 - Asynchronous components
 - Small groups/break out sessions
 - Independent work
- Intervention will be provided daily for all students
 - SuccessMaker (ELA)
 - I-Ready (Math)



Remote Instruction Student Goals



Attend

Our diverse cross-section of students will attend a full day of school whether Remote or Hybrid.

Expectations

- Be on time...
- Daily attendance will be taken at 8:00 am and at the start of each instructional block through Google Meet to be marked present for each class.
- Call the school attendance line to report a child's absence (508)799-7500 (ext. 4001).
- Notify teachers of any absences via dojo, or email.
- Keep all learning materials organized and in a safe place.

Support Procedure

- Truancy Officer will use Attendance Policy to monitor and track attendance.
- Parents will be informed by phone using the automated system to notify them of absences.
- A truancy plan will be developed if frequent absences occur.

Engage

Students will engage in a high-quality education program daily.

Expectations

- Remain seated in a quiet space throughout each lesson.
- Keep toys and distractions away from your work space when in a live lesson.
- Keep speaker muted unless directed otherwise by teacher.
- Camera should be on when possible to maximize the classroom community created.
- Have all learning materials ready at the start of each lesson.

Support Procedure

- Teachers will create and provide developmentally appropriate engagement strategies for daily lessons.
- Teachers will be available during office hours for additional supports and communication with families.
- Family support coaches will support students with engagement challenges through an intervention plan.

Learn

Students will accelerate their learning through instruction aligned with grade-level standards.

Expectations

- Students will attend daily live lessons aligned to standards for all core subjects (ELA, Math, Sci., SS).
- Participate in live specials classes daily.
- EL students will develop language skills by attending and participating in daily scheduled ESL lessons.
- Students with disabilities will receive instruction and services in alignment with their IEPs.
- Complete all assignments posted in Google Classroom.
- Take advantage of all learning resources posted.
- Utilize I-Ready and SuccessMaker daily.

Support Procedure

- Teachers will provide feedback to students and families on completed assignments.
- Each trimester students' SLCs will document grades, based on mastery of standards and student learning, EL student progress reports will document language development and progress reports for students with disabilities will be provided which include progress on goals.
- IAs will implement, monitor and keep track of usage of intervention programs.
- Whole class, small group and individual instructional support will be provided.

Grow

Students will expand their knowledge and grow as individuals to prepare them for success as students, workers and citizens.

Expectations

- Utilize Google Calendar, which organizes your daily schedule and provides links to live lessons.
- Participate in the College and Career Speaker Series.
- Read at least twenty minutes a night
- Utilize problem-solving and SEL strategies learned through Open Circle/Circle Forward.

Support Procedure

- Organization strategies will be provided by teachers to support students with developing the skills needed to grow as independent learners.
- Tiered SEL intervention supports will be provided for individuals and small groups as needed



Instruction

LCFCS uses high-quality instruction that is content-rich, student-centered and measurable.

- Daily content instruction is delivered live by the classroom teacher with Sheltered English Instruction components embedded in all core subjects.
- Instruction is developed from our comprehensive curriculum that is aligned to all state standards.
- Additional instruction includes:
 - Tiered instruction from classroom Instructional Assistants
 - ESL instruction
 - SEL instruction based on student and group needs
 - Special education and related services for identified students

While remote and in person, teachers will utilize Google Classroom to post live lesson Google Meet links (synchronous), assignments, asynchronous lessons and supplemental resources aligned with our curriculum.

- Students will access Google Classroom through our new single sign-on platform, Clever, which includes:
 - Google Classroom
 - Google Meet
 - ELA, Math, Science and Social Studies curriculum components and resources
 - I-Ready (Math intervention and Math independent assignments)
 - SuccessMaker (ELA intervention and ELA independent assignments)
 - Class Dojo
 - Brainpop / Brainpop ELL / Brainpop Jr.
 - Raz-Kids
 - Other instructional tools and resources.

Special Education



- LFCPS will ensure FAPE is provided through special education and related services consistent with health and safety guidelines. This will include an instruction and services model of delivery through synchronous (i.e., Google Meet, teletherapy) and asynchronous (i.e., videos, Google Classroom, Reading Horizons) and resources and supports (i.e., packets, Google Classroom, materials sent home).
- LFCPS has prioritized students with significant and complex needs to receive as much in-person instruction as possible either at the school or in the home.
- Staff will collaborate to determine modifications that will ensure the students needs are met in the least restrictive environment.
- Family engagement is critical to student success, especially during a remote or hybrid structure.
 - Special education case managers will reach out to parents at the beginning of the school year to establish an individual communication plan for their student.
 - Parent input, observations, data, feedback and input on SEL needs is essential and valuable information that will be gathered during ongoing communication.
 - Special education case managers will virtually meet with each parent and discuss how special education services will be provided in the remote and hybrid structures.
 - For parents who speak another language, LFCPS will provide an interpreter for meetings and will provide translated copies of all information and documents. LFCPS will also support parents in utilizing the tools provided for translation in Google Classroom and Class Dojo, and on the school website.
- Special consideration will be made for students with low-incidence disabilities and students with high-risk medical conditions.
- Due to the need for direct service providers to be closer than the minimum physical distancing requirement, additional training and additional PPE equipment will be provided.
- If a student with a disability is not able to wear a mask, classrooms will be appropriately staffed, and additional PPE will be provided to staff along with additional training. Families will be consulted as partners to ensure the health and safety of students.

Special Education in Each Learning Model



Full Time In-Person Learning Model

- LFCPS has conducted a feasibility study on the ability to return full time in person. When the health and safety regulations indicate it is safe to do so, this will be the model selected.

Remote Learning Model

- LFCPS has determined that it will begin the year in a remote model and has developed a comprehensive plan to deliver special education remotely to all students with disabilities.
- The model includes:
 - A procedure to track attendance and participation through Google Classroom
 - Academic work aligned to the standards and students' IEP goals
 - Grading of student work that is submitted through Google Classroom and includes differentiated assignments, modifications and accommodations as identified in students' IEPs.
- Instruction and services includes:
 - A consistent schedule of classes including special education and related services which are on the student's individual calendar through the Google Classroom. Through the calendar schedule in Google Classroom, students can access synchronous and asynchronous lessons.
 - Students will have access to general education and special education instruction which will enable them to access state standards.
 - Students will have live interaction with teachers and staff at least four days per week through synchronous lessons. If students need additional support to demonstrate consistent participation a plan will be developed to support the student and family.
 - The remote schedule will allow time for students to interact with teachers, related service providers and peers through synchronous lessons, and time to participate in asynchronous lessons.
 - To support student access to instruction and services, all students including students with disabilities will receive a chromebook and, if indicated it is needed by the family, a hotspot. For some students with high needs ipads were acquired to provide appropriate access to instruction and services.

Hybrid Learning

- LFCPS has considered how to maximize in-person learning for students with high needs and while the hybrid structure includes 2 days of in-person instruction a week per cohort, students with high needs will be able to attend all 4 days of in-person learning.
- LFCPS has aligned the remote and in-person hybrid schedule so that students will consistently receive services in both models. Even in the fully remote structure some high needs students may receive in-person or at-home services based upon the individual learning plan developed.
- When in-person, IEP services will be provided in the Least Restrictive Environment and meet health and safety guidelines, such as providing services through Google Meet or in the classroom with 3ft social distancing.



Special Education Parent Communication

- Parent communication regarding how special education services will be provided in each of the 3 models is essential to student success and will be provided by the IEP Case Manager.
 - Parents will be contacted at the beginning of the year to discuss how IEP services will be delivered based upon the model (specifically a remote model initially).
 - How and where services will be provided will be discussed.
 - Based upon the discussion, written notice will be provided on the N1 and the individual learning plan which will be provided to the parent. The individual learning plan will describe the services for a remote and hybrid model, for example, if Google Meet will be used instead of in-person for the A, B, or C grid services.
 - If the services are different from what is described on the IEP, parents must be notified in writing of the differences in service delivery, including how, where, and when the services are being provided and the anticipated dates.
 - While parental consent is not required to implement modified in-person, hybrid or remote services, documentation explaining the district's efforts to closely align to the IEP will be provided on the N1 and individual learning plan.
 - Notification will be provided through mail, email, and online communication.
 - Communication will be in the family's primary language and understandable to the parent through interpretation during calls or meetings and translation of written communication.
- Safe and supportive learning environments that support behavior in each of the three models will be provided
 - Proactive direct instruction through Open Circle (K-5) and Circle Forward (6-8) and class meetings will be provided.
 - Students who need social-skills instruction, social stories, small group or individual supports will get the supports as indicated on an IEP or through the tiered support system.
 - The impact of anxiety, trauma, and social-emotional skill deficits will be considered in determining how to support students in each of the models.

Special Education Procedures



Delivery of IEP Services

- Students will receive all services documented in their IEPs in each model and the Individual Learning plan will document how the services will be provided in the remote and hybrid models and if the provision of service is different than the in-person model.
- Students with complex and significant needs will be prioritized for in-person services in all models.
- Students with complex and significant needs include
 - Students identified as “high needs” through IEP process on the IEP form
 - Services provided outside of gen. Ed
 - Service providers are special ed. teachers and related service providers
 - Special ed. Services constitute more than 75% of school day
 - Students who cannot engage in remote learning due to disability related needs
 - Students who primarily use AAC
 - Students who are homeless
 - Students in foster care or congregate care
 - Students dually identified as ELs

Monitoring Student Progress

- Progress reports will be sent each trimester, which is as often as SLCs through the mail and translated when required
- Teachers and related service providers will collect and use data to monitor student progress on their goals
- While utilizing the remote or hybrid learning model, the IEP will be reviewed and types of data to be collected will be determined by teachers and related service providers.
- Staff can be creative in determining how to use tracking sheets to collect data in the hybrid or remote models.

Transition Services

- Will be provided as health and safety guidelines allow.

Initial Evaluations, Re-evaluations and IEP Team Meetings

- While all IEP meetings were held virtually through googlemeet during the spring 2020 closure, only evaluations where students had been evaluated prior to the closure had evaluation and re-evaluation meetings. The evaluations that were postponed to the fall, will be conducted upon the return to school
- Timelines for annual review team meetings and evaluations will be maintained in the 2020-2021 school year through virtually held Google Meetings.
- IEP meetings will be conducted as they are due and will be written as though in person with the additional individual learning plan document which will address services based upon the remote or hybrid model provided to parent
- LFCPS will document how the delivery of services due to the school’s change in learning model (in person, hybrid, remote) due to COVID-19 is being provided but will not change the placement based upon the learning model.
- Open communication with families will consistently be provided and documented.

ELE Instruction



- LFCPS will provide ELE instruction in all three models by including the following three components for ELs during the 2020-2021 school year:
 - Scaffolds and supports are provided through Sheltered English Instruction (SEI) from general education teachers in Google Classroom.
 - ESL Instruction will be provided through synchronous and asynchronous lessons from ESL teachers.
 - Ongoing communication with families
- SEI and ESL instruction will incorporate the Instructional Strategies recommended for remote learning from DESE.
 - Strategy #1: Collaboration between core-content and ESL teachers occurs during PLC and other arranged co-planning times.
 - Strategy #2: ESL instruction is still a required component of all ELE programs. ESL instruction will be provided through a combination of synchronous and asynchronous lessons provided by ESL teachers.
 - Strategy #3: Amplify English Learners' voices through activities such as person-to-person communication, phone calls, live Google Meet lessons, and a digital audience through Flipgrid.
 - Strategy #4: Chunk content instruction into smaller pieces for English Learners. Through Google Classroom, scaffolds and supports are provided to students on assignments in all content areas.
 - Strategy #5: Remain flexible with pacing. Deadlines will be posted for assignments but teachers will be flexible with deadlines to ensure ELs get the scaffolds and supports needed to demonstrate their learning.
 - Strategy #6: Use online tools and applications to link to the main lessons of the content classroom teachers. ESL teachers will focus on linking vocabulary support and comprehension skills necessary for content classes. Differentiated online resources such as Reading Horizons will be utilized to support ELs. Translation features are available in Google Classroom and Class Dojo to support students as well.

ELE Instruction



Provisional Identification of ELs

- The home language survey will be reviewed for all incoming kindergarteners and students newly enrolling at LFCPS.
- A remote interview will be conducted (using phone or Google Meet in order to assess listening, speaking, and interaction skills) from a low level of difficulty to higher levels.
 - During the interview the interviewer will help the student feel comfortable.
 - The interview will be conducted utilizing either the rubric attached to the guidance document or the WIDA remote screener.
- The interviewer will determine whether the student might be considered an English Learner and will make a provisional placement.
- Parents will be notified of the provisional placement.
- Students identified as provisional ELs will be coded in SIMS.
- Once an in-person screening can be completed the student will be screened following appropriate health and safety guidelines.



Assessment

Assessments will continue to be delivered in a remote learning model. Student progress and learning needs will be tracked and monitored. Based on the data gathered, the necessary supports so all students can continue to grow academically will be provided.

General Classroom Assessments

- Content-specific assessments to be used across all core subjects, dictated by the curriculum and classroom teacher.
- Lexia Rapid Assessment (K-8): Administered three times a year to assess independent reading level and comprehension.
- ReadyGen (K-5) and My Perspectives (6-8) Assessments (ELA): This includes baseline, module and End-of-Unit assessments.
- i-Ready diagnostics and Standards Mastery (K-8): Used to assess conceptual awareness of specific math skills as it relates to grade level standards and units of study.
- ANet interim assessments (2-8): Administered three times throughout the year, centered around standard development in ELA and Math.
- Test of Early Literacy Skills (K-1): Assesses letter-naming fluency, letter-sound fluency, and phoneme segmentation.
- Test of Early Numeracy Skills (K-1): Assesses oral counting, number ID, missing number and quantity discrimination.
- Science, IQWST (K-8): Cumulative performance-based assessments at the end of each unit and projects based upon the Next Generation Science Standards.
- SS MyWorld (K-8): Includes formative and summative assessments, chapter tests and interactive assessments.

Intervention Plan in All Models

Area	ELA	Math	Social Emotional
Data Sources	TCRLA/Lexia, IRLA, TELS, ANET 2-8	i-Ready, TENS, ANET 2-8	SWIS, HOS/Admin Buttons, Referrals, Screeners, Obsv
Tier 1 Intervention & Progress Monitoring	<p><i>Curriculum- Ready Gen/My Perspectives, Successmaker</i></p> <p>Data pulled & reviewed by Leadership & Coordinator 1 x month</p>	<p><i>Curriculum- Ready CC Math, i-Ready</i></p> <p>Data pulled & reviewed by Leadership & Coordinator 1 x month</p>	<p><i>Curriculum- Open Circle/Circle Forward</i></p> <p>SWIS data pulled & reviewed by multidisciplinary team 1 x month</p>
Tier 2 Intervention & Progress Monitoring	<p><i>IRLA Kit Lexia Successmaker Animated Literacy Targeted Skill groups</i></p> <p>TCRLA/Lexia or IRLA data pulled every 4- 6 weeks at reading data meetings</p>	<p><i>i-Ready small group Targeted Skill groups based on whole class data</i></p> <p>i-Ready & Intervention progress data pulled every 4-6 weeks at math data meetings</p>	<p><i>Why Try Resilience Zones of Regulation Social Thinking Superflex CICO</i></p> <p>Data pulled & reviewed by team and teacher 4-6 wks</p>
Tier 3 Intervention & Progress Monitoring	<p><i>Individualized specific ELA skill intervention in the areas of Comprehension, Phonics Vocabulary, and Pre-Academic Skills</i></p> <p>TCRLA/Lexia or IRLA pulled and reviewed at reading data meetings</p>	<p><i>Individualized specific math skill intervention</i></p> <p>Data pulled and reviewed at math data meetings</p>	<p><i>Individualized Guidance Behavior Plans Safety Plans</i></p> <p>Plans & services reviewed and updated as determined appropriate</p>
Student Entry Process	<p>TCRLA/LEXIA > 1 year behind & discussion w/teacher</p> <p>Acute Event</p>	<p>i-Ready Data & discussion w/ teacher</p> <p>Acute Event</p>	<p>SWIS data & discussion with HOS & Behavior team</p> <p>Teacher & HOS Referral Acute Event</p>
Resources	Classroom IAs Student Support IAs	Classroom IAs Student Support IAs	SEL interventionist Guidance staff BCBA/Dean/Asst. Dean/ Reflection Monitor

School Calendar

July							August							September						
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							30	31												
October							November							December						
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January							February							March						
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							30	31												
August 24 - September 4, 2020: Staff Development																				
September 7, 2020: Labor Day														Yellow: First/ Last day of school						
September 8, 2020: Revised First Day of School														Blue: Staff Professional Development Day/ No School Students						
October 9, 2020: Staff Development														Grey: Non-School Days						
October 12, 2020: Columbus Day																				
November 11, 2020: Veterans' Day														Term 1: TBD						
November 25-27, 2020: Thanksgiving Break														Term 2: TBD						
December 24, 2020-January 1, 2021: Holiday Vacation														Term 3: TBD						
January 18, 2021: Martin Luther King Jr. Day																				
February 15-19, 2021: Winter Vacation																				
April 2, 2021: Non School Day																				
April 19-23, 2021: Spring Vacation																				
May 31, 2021: Memorial Day																				
June 15, 2021: Last Day of School/ Students																				
June 16, 2021: Staff Development																				

School Calendar Changes

- Staff start on August 24th and have ten days of professional development.
- Students' first day of school is September 8th and they will have 175 days of school.
- Additional professional development for staff is provided monthly on Friday afternoons
- Term 1: September 8 - December 1
- Term 2: December 2 - March 12
- Term 3: March 15 - June 15

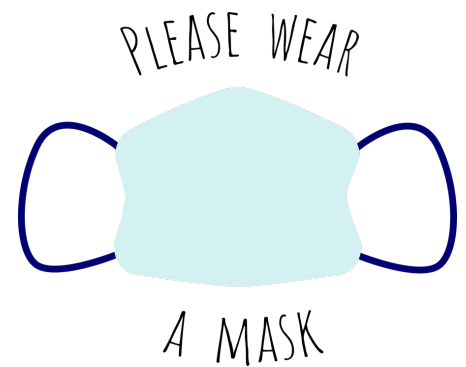
Communication



- LFCPS will continue to communicate regularly with parents/guardians, staff and community members through email, auto dial, phone calls, postings on our website, mailings and social media.
- At the beginning of the year, teachers will have virtual parent/teacher/student conferences to outline expectations and start relationship building with students and families.
- Conferences will be held each trimester while in a remote- or hybrid-learning model.
- Communication will regularly take place with students and families via ClassDojo, office hours and Google Classroom.
- Written communication will be provided in an emailed weekly school newsletter provided in English, Spanish, and Portuguese, as well as posted on the school website and ClassDojo.
- ClassDojo and Google Classroom provide the ability for families to receive and send information in multiple languages.



Transportation



- Transportation plan (determined by WPS) based upon social distance capacity of 3 ft for students
- Guidelines include:
 - Masks for all staff and students on the bus
 - Exemptions for students with documented medical reasons
 - Distance on the bus between students includes 1 student per bench and alternating sides in each row with students from same household having the ability to sit together
 - Ventilation includes keeping windows open unless weather prevents it
 - Seat arrangements include assignment to a single bus and particular seat
 - Prior to arriving at the bus stop, families and caregivers need to check students for COVID-19 symptoms.
 - Bus drivers will be trained to observe students for symptoms and if a student appears symptomatic and a parent is present, they will not be able to enter the bus. If a parent is not present the student will be spaced 6 ft from other students and the nurse will be notified upon arrival to school.
 - At the bus stop students need to maintain 6 ft social distance and wear a mask that covers the nose and mouth.
 - Hand sanitizer will be provided as students board the bus and disembark at school.
 - All high-touch surfaces on buses will be disinfected between runs and fully disinfected after all morning and afternoon runs.

Food Service



During Remote Learning

- Continue offering grab-and-go breakfasts and lunches to all students.
- If regulations allow, move to distributing 10 meals (5 days worth) one day a week, rather than 2 meals a day.
- Meals will be available during specific serving hours for pick up.

During Hybrid Learning

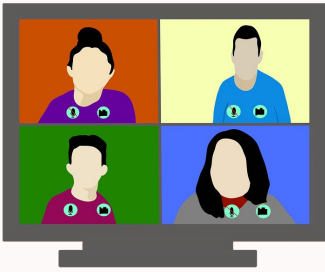
- Continue grab-and-go for students participating in remote learning full time or on the days students are remote learning as indicated above

Breakfast

- Breakfast will be delivered to classrooms in large insulated bags. All meals will be individually wrapped and placed within insulated bags.
- Once students are in seats; the teacher will place a breakfast on the desk and record on the breakfast roster next to each student's name who receives a breakfast.
 - All students must be seated at their desks before all students take off masks and begin eating.
 - Once finished eating, students will follow the process to throw out trash.
- During breakfast teachers will record the lunch choices on the lunch choice roster.
- Insulated bags must be placed outside each classroom immediately after service with the lunch choice roster and breakfast roster on the side pocket of the bag. Bags will be picked up by 8:30 am each morning.

Lunch

- Lunch will be delivered to classrooms
 - Use hand sanitizer in room before every meal/snack for students and staff.
 - Meals are eaten in classrooms, without any mingling of students from different classrooms.
 - Teachers will deliver each student their lunch at their desks, cross checking the lunch roster
 - Insulated bags must placed outside each classroom immediately after service.
 - Barriers between tables and/or chairs may be used as an alternative when 6 feet of distancing is not possible.



Special Events, Field Trips and Extracurricular Activities

Assemblies/Special Events

- Whole-school assemblies and celebrations shift to Google Meet/virtual.

Field Trips

- No in-person field trips will be allowed; plan for virtual field trips.

After School Activities

- Afterschool events, including intervention and extra-curricular activities, shift to virtual or are canceled.

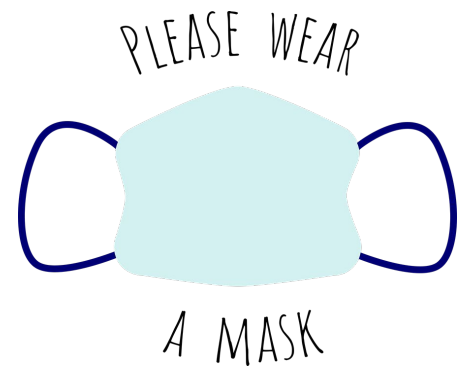
Sporting Events

- Spectator events are not permitted at this time; this includes both indoor and outdoor events.
- No sports activities are offered at this time.

College and Career Speakers

- College and Career speakers shift to Google Meet/virtual.

Visitors



- Visits to the school by individuals other than staff and students are avoided whenever feasible.
- Parents of enrolled students are encouraged to conduct business with school personnel remotely when possible.
- Visitors to the school other than parents of enrolled students are limited to those who are essential for the school's operation.
- A designated waiting area for visitors will be set up outdoors (with social distancing signage).
- Visitations will be set up by appointment only and documented in a visitor log that includes a visitor's name, phone number and email address. Visitors are instructed to come to their appointments alone. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor, or has minor students) their information is captured in the visitor log.
- Visitors arriving at the school with non-enrolled children (e.g. younger siblings of students) is not encouraged for their safety. If there are extenuating circumstances, the visitor must ensure the child stays next to the adult, avoids touching any other person or any item that does not belong to them, and is masked if 2 or older and not at risk due to a respiratory condition.
- Movement of visitors within the school is limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms, and public restrooms to the extent feasible.
- Visitors are instructed that they must wear cloth face coverings/masks at all times inside the school building and outside while within close proximity to others.

Facilities Set up

Topic	Precaution
Room capacity	<ul style="list-style-type: none"> ● In order for students to be seated with the required (3ft - 6ft) distance between them the desks have been arranged in the classroom primarily at 6ft since students will also be eating at their desks.
Traffic Flow	<ul style="list-style-type: none"> ● Stay to the right side of the hallway and maintain 3ft - 6ft of distance as much as possible and wear a mask
Student Groups	<ul style="list-style-type: none"> ● Cohorts: Keep the same group of students together (class) ● Capacity: No group size limit with 3-6 ft distance requirement
Post Required Signage	<ul style="list-style-type: none"> ● Signage has been posted as required for staff to be in the building. ● Additional student-friendly signage is being posted to support the hybrid and in-person models.
Isolation Room	<ul style="list-style-type: none"> ● The nurses' office has been designated as an isolation room (117) where students with symptoms can wait to be picked up. ● This room will be disinfected after each use. ● New nurses' office is located in room 113.
Storage Rooms	<ul style="list-style-type: none"> ● The following rooms will be used for unused furniture storage: <ul style="list-style-type: none"> ○ Gym ○ Coat closets
Hand Sanitizer	<ul style="list-style-type: none"> ● Hand sanitizer stations/bottles are in all of the following locations: <ul style="list-style-type: none"> ○ Building entrance/exit Gage St. ○ Building entrance/exit Eastern Ave. (4 stations) ○ Main office ○ All classrooms ○ All offices ○ Conference rooms
Office Setup	<ul style="list-style-type: none"> ● Desks spaced so that individuals are sitting at least 6 feet apart. ● Remove and store unused furniture and equipment as well as infrequently used classroom materials in the rooms. ● Clear plexiglass barriers between office staff and visitors have been installed.
Ventilation	<ul style="list-style-type: none"> ● Facilities team will replace all existing filters based on CDC recommendations. ● All thermostats are set with the fan in the "ON" position (not "AUTO") to increase air flow. ● As temperatures and conditions allow, keep windows open in classrooms to increase air flow. ● Leave ceiling fans off when the classroom is fully occupied and windows are closed (reduce air recirculation).

Guidance for Specific Areas

Topic	Precaution
Main Office	<ul style="list-style-type: none"> ● Plexiglass enclosures are installed between office staff and visitors ● As much as possible, no-touch systems for interactions with parents/guests have been established. ● Disinfect any objects touched by visitors between uses.
Hallways and Stairwells	<ul style="list-style-type: none"> ● Signs are hung to identify 6 ft of physical distancing as students move throughout the school
Lockers and Storage	<ul style="list-style-type: none"> ● Use of lockers, coat closets, coat hooks, classroom mailboxes and cubbies to store student belongings will not be permitted. ● Students must store all items in their backpacks at their desk.
Bathrooms	<ul style="list-style-type: none"> ● In order to minimize the number of students from different homerooms/grade levels using the same bathroom, consider the following; <ul style="list-style-type: none"> ○ Assign bathrooms per grade level. ○ Build 'bathroom time' into schedules for each homeroom. Most students use the bathroom at that specific time. ○ Increase teaching and accountability for hand-washing after bathroom use. ○ 6 feet of social distance should be maintained in bathrooms. ○ In multi-stall bathrooms the middle sink is off and covered to maintain social distancing. ○ All bathrooms including staff bathroom are cleaned and disinfected every 1-2 hours.
Offices, Kitchen, Teacher lounge	<ul style="list-style-type: none"> ● Staff should maintain 6 feet distance, to the extent possible, from one another in offices and teacher lounge and stagger usage by grade level. ● Staff members should limit use of high-touch, non-essential appliances and materials (i.e. bring in your own coffee and water, bring lunch in a cooler bag vs. using the fridge, limit use of microwave, etc.) ● Staff members should wipe down shared machines before/after use with disinfectant wipes (if available) or cleaner provided, and use sanitizer when they enter and when they leave the teacher lounge. ● Staff members must observe 3-6 foot distance rules and not congregate.
Recess	<ul style="list-style-type: none"> ● We will follow state and local guidance on recess, and to the extent that it is safe to do so, try to get students fresh air daily. ● Map will be split into 3 areas and spread by grade ● 3 cohorts can be outside for recess in the cohort area marked with lines. ● No use of playground equipment at this time.
Water	<ul style="list-style-type: none"> ● Students and staff members are encouraged to bring their own water in water bottles. ● Water fountains/bubblers will be turned off and/or taped off. Students and staff can not drink directly from water fountains. ● Students should bring water bottles from home. For students who need additional water the school will provide disposable water bottles.

Classroom Specific Guidance

Topic	Precaution
Classroom setup	<ul style="list-style-type: none"> ● Student desks are spaced 6 feet apart from one another. ● Teacher desk: 1 in each room facing a wall for use when students aren't in the room ● Unused furniture and equipment as well as infrequently used classroom materials have been removed and stored in the rooms identified above. ● Desks all face the same direction. ● Rugs removed from all classrooms. ● All soft/plush furniture (couches, pillows, bean bag chairs, etc.) should be removed. ● No stuffed animals or plush materials in classrooms, unless a student with an IEP or plan relies on a plush toy for sensory needs. In this case it should be stored in the student's desk.
Classroom Structures	<ul style="list-style-type: none"> ● To the extent possible, teachers should travel to classrooms and students should not move. ● Lessons should be planned without supply sharing. ● Specials take place in the classroom. ● To the extent possible, staff and students should maintain at least 6 feet distance. This likely looks like the teacher circulating throughout the room less. ● Teachers have 8 ft in front of the room while facing students to teach ● Where possible, develop no-touch systems for turning in work (i.e. Google Classroom).
Individualized Supplies for students	<ul style="list-style-type: none"> ● Every student should have an individualized set of supplies - exact items depend on grade. ● Supplies should be stored in and travel in students' backpacks daily. ● Supplies that cannot be individualized for students should be disinfected after each use. ● All materials should be stored on/under each student's chair or desk or in the student's backpack. ● All personal belongings must go home with students each day. ● If the laptop or device is shared between students from different cohorts it will be disinfected between students.

School Wide Systems

Topic	Precaution
Pre-screening	<ul style="list-style-type: none"> ● Parents/families and staff screen at home with CDC checklist of symptoms. https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/Daily-Home-Screening-for-Students-Checklist-ACTIVE-rev5A.pdf ● Additional screening not required at school- Students and staff members should stay home if they are experiencing any symptoms. ● Students who appear symptomatic upon arrival will be referred to the nurse through the nurse protocol. ● Temperature checks are no longer recommended upon entry
Arrival System	<ul style="list-style-type: none"> ● Walk in and get hand sanitizer from one of the stations and walk rubbing hands for 20 seconds while walking to class ● Provide sufficient staff to meet arriving students to assure distancing is maintained and avert gatherings. ● Signs 6ft apart on walls throughout school to maintain social distancing ● Develop no-touch warm greetings to buildings and classrooms. ● Primary goes through middle hallway to classrooms, classrooms to the right side go to the right and left side go to the left ● Students should proceed directly to classrooms upon arrival and will not be permitted to access the building before scheduled arrival time to wait in the lobby, gym, or other common areas. ● Students use hand sanitizer upon entering classrooms.
Late Arrivals	<ul style="list-style-type: none"> ● A no-touch technology-based system will be utilized for students who are arriving late (in lieu of late passes).
Dismissal System	<ul style="list-style-type: none"> ● Structures for families to safely pick up students outside and to maintain social distancing will be put in place. ● Students will follow signs 6ft apart to socially distance while walking to and entering the bus to sit in their assigned seats. ● As students exit they can get hand sanitizer from one of the stations and walk rubbing hands for 20 seconds to the bus ● Supervising staff members who may have contact with families will wear masks and make sure to wash hands before and after dismissal. ● Caregivers picking up students must wear a mask.
Early Dismissal	<ul style="list-style-type: none"> ● No-contact system for early dismissal ● Parents/guardians must call in any dismissals ahead of time, and once you arrive call the main office. ● Supervising staff members who may have contact with families will wear masks (a face shield will be available as well) and caregivers/ family members picking up students must wear a mask. <ul style="list-style-type: none"> ○ Nurse escort for sick students ○ Office staff escort for others ● Staff escorts must wash hands before and after escort.

Facilities and Cleaning Protocols



Process

- Frequent routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using EPA approved disinfectants against COVID-19 are used to help reduce the risk.
- Frequent disinfection of high-touch surfaces.
- Cleaning supplies are available to employees in their classrooms/offices.
- Supplies will be frequently replenished, but if needed, additional supplies are available from Facilities.

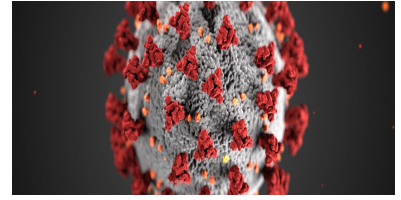
Frequency of Cleaning/Disinfecting

- Generally, rooms and surfaces should be cleaned and disinfected after each use.
- Any supplies that cannot be individualized, disinfected between uses.
- Custodial team will disinfect as follows:
 - Bathrooms cleaned continuously every 2 hours
 - Copy machines every 2 hours
 - Stairwell railings, doorknobs and push bars every 2 hours
 - Other common areas once per day
 - Classrooms once per day
 - Water fountains shut down
 - Classroom staff (i.e. teachers, IAs) will clean classrooms after meals and between groups of students in a single day.
- To the extent possible, deeper cleaning is done when students are not at school with adequate time to let spaces air out before the start of the school day.
- Ventilation is maximized during cleaning and disinfecting to the extent feasible.
- Electrostatic machine will disinfect in the evening between each cohort.
- Each morning teachers wipe down each desk.

Rooms/areas where someone with the virus has been:

- Electrostatic machine will be used to clean/disinfect.
- Facilities team will clean and disinfect the room/area.

Responding to COVID-19 Scenarios



Symptoms to Monitor:

- 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*

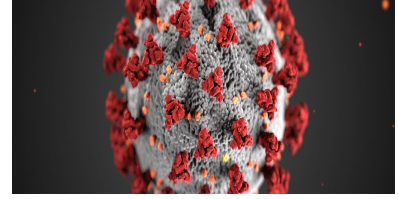
Please STAY HOME if you have any of the symptoms listed.

Common Elements for Each Possible COVID-19 scenario:

- Evaluate symptoms.
- Separate from others.
- Clean and disinfect spaces visited by the person.
- Test for COVID-19 and stay at home while awaiting results.
- If test is positive:
 - Remain at home at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
 - Monitor symptoms.
 - Notify the school and personal close contacts.
 - Answer the call from local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission.
 - Secure release from contact tracers (local board of health or Community Tracing Collaborative) for return to school.

Responding to COVID-19 Scenarios

Student is Symptomatic at School Protocol



- Teacher ensures student is wearing a mask properly.
- Teacher calls nurse.
- Nurse comes to class and evaluates the student's symptoms.
 - If nurse clears the student, they can stay in class.
 - If nurse identifies the student as symptomatic, the student will remain in the designated isolation waiting room until a caregiver can pick up the student.
 - Student can not go home on a bus with other students.

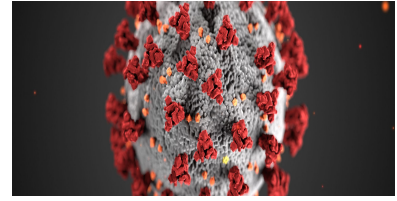
Staff is Symptomatic at School Protocol

- If a staff member experiences symptoms during the day, they will contact their supervisor to let them know they are experiencing symptoms.
- Staff member will provide a list to supervisor of individuals with whom they had prolonged contact during the last 48 hours before symptoms began.
- Supervisor will provide the list to HR to contact for testing.
- Correspondence advising the employee regarding leave will be provided from HR.
- Supervisors will follow up with the employee to check on the results of any test, to see how the employee is feeling, and to offer any support.
- Any shared office building, area, or classroom will be thoroughly cleaned and disinfected.
- Staff member will remain home until symptom free for 72 hours (3 full days) without the use of fever-reducing or other symptom-altering medicines (e.g., cough suppressants) and at least 10 days since symptoms began

Any Symptomatic Individual (Students and Staff) Testing and Isolation Protocol

- Individual needs to be tested or isolate for 14 days.
- If tested, isolate until results are received.
- If negative test, may return to school based on guidance from clinician or when asymptomatic for 24 hours.
- If positive test, remain home, monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts and answer calls from the local board of health. Most individuals will need to stay in self-isolation for at least 10 days or until at least 3 days have passed with no fever and with improvement in other symptoms.

Responding to COVID-19 Scenarios



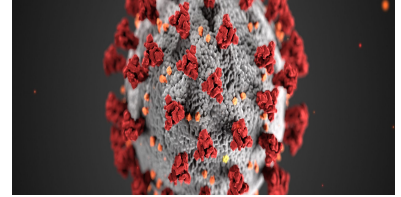
Staff or Student Test Positive

- The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
- Staff member or student's parent informs the nurse by calling the school or submitting the Google form from the link on the school website that the individual has tested positive for COVID-19, and the nurse will begin the process to notify others.
- Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset or testing positive until isolation.
 - If so, promptly close off areas visited by the COVID-19 positive individual to be cleaned and disinfected if they haven't been already.
 - Promptly clean and disinfect the student's or staff member's classroom and any other facilities visited by the individual, if that has not been done already.
 - Notify the bus company if the student rode the bus.
- Communication sent to the other families in the class (cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
- Communication will explain that since they were within this cohort and may have been within 6 feet of the person with a positive test for an extended period of time, they are considered a "close contact" and therefore should be tested.
- Close contacts should isolate for 4-5 days after last exposure before getting tested.
- If close contacts choose not to be tested they must self quarantine for 14 days.
 - While quarantining do not have contact with higher-risk individuals.
 - Monitor for COVID-19 symptoms.

Responding to COVID-19 Scenarios

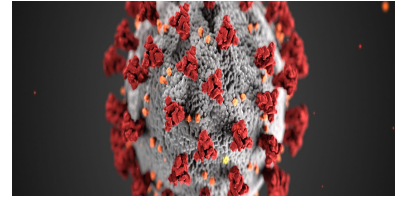
Staff or Student Has Close Contact with an Individual

Who Has Tested Positive for COVID-19



- According to the CDC, close contact is defined as:
 - being within approximately 6 feet of a COVID-19 case for a prolonged period of time (15 minutes); or
 - having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on)
- The following examples **are not considered** exposure:
 - walking through a public area or being in a building where an infected individual with a confirmed COVID-19 diagnosis has been, or
 - attending the same event, such as a large group gathering, that an infected individual also attended.
- Contact primary care provider and get tested.
- Return to school, adhere to the protective measures noted previously, and await a test result unless experiencing COVID-19 symptoms.
- If test is positive, follow the procedures outlined for individuals who test positive for COVID-19.
- If LFCPS learns that a student or staff member has tested positive, LFCPS will conduct an investigation to determine individuals who may have had close contact with the confirmed positive individual.
- If a staff member learns that they have come into close contact with a confirmed-positive individual outside of the school, they must alert a supervisor.
- If a student's family learns that a student has come into close contact with a confirmed-positive individual outside of the school, alert the school nurse.
- Individuals identified as being in close contact with a confirmed positive individual will be notified of the exposure.

Responding to COVID-19 Scenarios



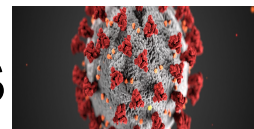
LFCPS Finds Out About COVID-19 Positive Test In The Middle Of The School Day

- Make sure students are wearing masks, enforce social distancing and require students to wash their hands
- School should identify and notify individuals (staff, students and families) who may be “close contacts”
- Caregivers of students in the class may pick students up prior to the end of the day or at the end of the day.
 - Students who are close contacts can not ride the bus home.
 - Caregivers, students and staff should wash their hands upon arriving at home and change their clothes as a precaution.
 - Close contacts should not come back to school until they have received the results of testing (or have quarantined for 14 days) and communicated their test results to the school.
- To assist with contact tracing, make a list of any other close contacts the student or staff member had, beginning two days before the onset of symptoms or positive test until individual was isolated.
- Students and staff members on the list will be notified to get tested according to the same protocol as the student’s cohort above.

Presence of multiple cases in the school

- School leadership will work with the board of health to determine if there is transmission happening in the school
- When there is suspected transmission beyond one cohort or a small number of cohorts, school and district leaders must consult with board of health as to proposed next steps.
- Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.
- If a school closes, clear information and instructions will be sent to families and staff.
- Before returning to school
 - Inventory of needed supplies will be checked and replacement supplies reordered.
 - Refresher training will be provided.
 - The importance of masks, social distancing and hand hygiene will be reiterated.

Responding to COVID-19 Scenarios



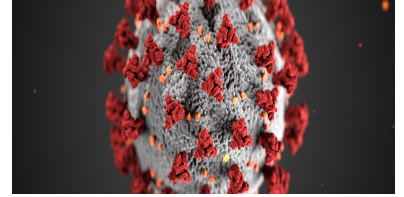
Testing and Isolation Protocol Chart

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	<p>If an individual is symptomatic <u>at home</u>, they should stay home and get tested.</p> <p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.</p> <p>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p>	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	<p>If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

Responding to COVID-19 Scenarios

Classroom Protocol

- If there is a symptomatic student in the classroom, the teacher ensures the student is wearing their mask properly and calls the nurse.
- The nurse comes to the classroom and follows the Nurse Symptom Check Protocol.
- If a staff member is symptomatic, contact supervisor and report to the nurse.
- The entire class and close contacts must wash hands.
- Continue with school day and wait for further instruction pending the outcome of the testing and isolation protocol.



Nurse Symptom Check Protocol

- Nurse evaluates the student's symptoms.
 - If symptoms are present
 - Student is placed in designated isolation waiting room with mask while maintaining social distance.
 - Caregiver is contacted by nurse to pick up student.
 - Student can not go home on a bus with other students.
 - If no symptoms are present, the student can stay in class.

Health Office COVID-19 Exposure or Confirmed Positive Protocol

- Parents, families and staff must contact the school nurse when a staff or student has been exposed to a COVID-19 confirmed positive individual, is symptomatic, is confirmed positive or recovering from COVID-19 by calling the school or completing the Google form on the school website.
- The COVID-19 Health team will meet weekly to review referrals, contact tracing, wellness checks, determine if any supports the individual may need have been provided and keep track of individual's ability to return to school based upon the Testing and Isolation Protocol Chart.

Community Testing Protocol (Parents, Guardians, Caregivers)

- If anyone in the home is symptomatic everyone stays home and gets tested or self quarantines for 14 days.
- Notify the school Nurse about testing results or decision to quarantine for 14 days.
- Follow the Testing and Isolation Protocol Chart.

Guidance Document Links

- Initial Fall School Reopening Guidance
<http://www.doe.mass.edu/covid19/return-to-school/>
- Comprehensive Special Education Guidance
<http://www.doe.mass.edu/covid19/sped.html>
- Protocols for Responding to COVID-19 Scenarios
<http://www.doe.mass.edu/covid19/on-desktop/2020-0717protocols/>
- Fall Reopening Transportation Guidance
<http://www.doe.mass.edu/covid19/on-desktop.html>
- Fall Reopening Facilities and Operations Guidance
<http://www.doe.mass.edu/covid19/on-desktop.html>
- Guidance for Courses Requiring Additional Safety Considerations
<http://www.doe.mass.edu/covid19/on-desktop.html>
- CDC Checklist of Symptoms
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/Daily-Home-Screening-for-Students-Checklist-ACTIVE-rev5A.pdf>