

Learning First Charter



Public School



April 5th Full In-Person Plan

Superintendent: Leo Flanagan



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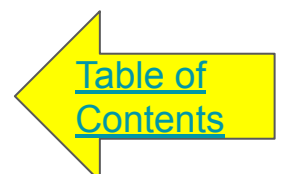
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Executive Summary

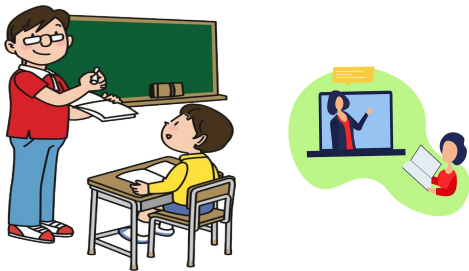
- Based upon the Reopening Guidance, LFCPS developed a hybrid plan designed to meet the health and safety guidelines.
- **Synchronous** learning is instruction and learning that occur at the same time, but not necessarily in the same place. The term is most commonly applied to various forms of virtual, 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 complete the self-certification, so that everyone can do their part to protect others.
- 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 (Health Referral) 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 autodials, weekly newsletters, emails, Google Classroom, class dojo and the school website.
- Staff training will be provided the week of March 22nd to prepare for in person instruction. Staff will also have time in the school building on Wednesday, March 31st for classroom preparation.
- LFCPS is currently scheduled to begin full in person classes on Monday, April 5th, 2021.
- 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>



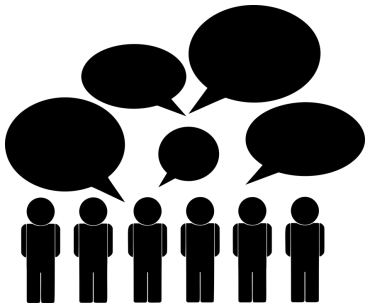
Guiding Principles



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



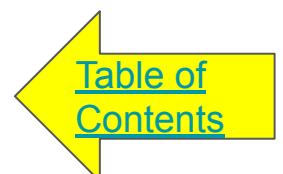
- Provide a high quality education across all learning models where students attend, engage, learn and grow



- Communicate openly and effectively



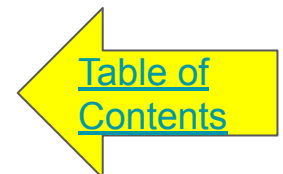
- Build and sustain connections with students and families



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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



Full In Person Learning Model



- The in person model includes all students eligible to participate in 5 days of in school learning
 - Monday- Thursday 7:30-3:30
 - Friday 7:30-12:30
- Parents may choose to have their child/ren remain remote for the remainder of the 2020-2021 school year
- Based upon the health and safety guidelines, all students can be in their class with 3 feet of social distance
- While eating or unmasked, 6 feet of social distancing is required
- 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.
- For remote students: accommodations, services, and instruction such as tiered supports, ESL instruction, and special education instruction and related services will be provided.

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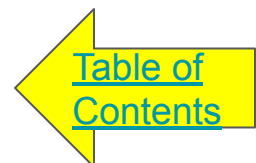
Learning Model Changes



Parents/Guardians who wish to switch their child's learning model may do so, but should be aware that LFCPS may require a reasonable transition period.

Steps to make changes:

- Contact your Head of School
 - Grades k-3 bpadden@learningfirstcharter.org
 - Grades 4-8 tdevito@learningfirstcharter.org
- Head of School will provide the family with a transition timeframe.



New Guidelines for Full In Person Model

Full In Person: Monday-Friday regular school hours with continued Friday ½ day.

Face Masks: Mandatory and need to cover nose and mouth and be worn at all times with the exception of meal times and mask breaks.

Face Mask breaks: Breaks are scheduled at feeding times and can be provided at recess if needed in a designated spot.

Arrival: No longer early drop off. Students will be able to start being dropped off (parent drop off or bus drop off) at 7:30 am.

Breakfast/Lunch/Snack: To account for the mandatory 6 ft of social distancing while unmasked, some students will remain in the classroom while others will be assigned hallway floor spots to eat. Alternative seating options have been provided based on the DESE guidelines to meet the 6 ft. social distancing requirement while unmasked and eating.

Seating: Grades 1-8 will have assigned seats by row, facing forward with 3 ft between one another. Grade K will have an assigned floor space with alternative seating options.

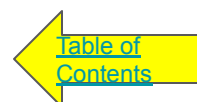
Transitions: Students will not be transitioning during the day, special area teachers and content teachers (grades 5-8) will transition to classrooms.

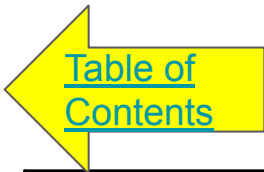
Personal Belongings: Student belongings will be stored at their assigned spots. Classroom closets, coatrooms, hooks and lockers will not be used.

Bathroom breaks: Assigned by grade level, cleaned on a rotating schedule throughout the day.

Recess: Students will still need to maintain the 3 foot social distance while masked. A designated space will be provided if a mask break is needed where 6 ft distance will be maintained.

Dismissal: Dismissal will start at 3:00pm with a blend of parent pick up and loading buses. Parent pick up students will remain in their classrooms until called.





In-person Instructional Days

Student Goals



Attend

Our diverse cross-section of students will attend a full day of school.

Expectations

- Be on time...
- Daily attendance will be taken at 8:15am. Students are considered tardy at 8:15.
Call the school attendance line to report a child's absence (508)799-7500 (ext. 4001).
- All learning materials for in person learning will be provided by the school and nothing from home can be brought to school. Items will remain in school and not travel back and forth.
- Face mask must be worn at all times!

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 which may include switching to remote learning plan.

Engage

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

Expectations

- Remain in their teacher assigned spot at desk/table.
- Students will follow classroom procedures/protocols as outlined by the teacher.
- Learning materials will be organized and ready at the start of each lesson.

Support Procedure

- Teachers will create and provide developmentally appropriate engagement strategies for daily lessons.
- Movement breaks (in designated assigned spots) can be provided.

Learn

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

Expectations

- Students will attend five full days in person.
- 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 learning plans.
- Utilize i-Ready and /Lexia Core 5/SuccessMaker daily.

Support Procedure

- Teachers will provide feedback to students and families.
- 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

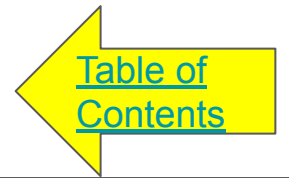
- Utilize Google Calendar, which organizes your daily schedule and provides links to live lessons.
- Participate in the College and Career Speaker Series.
- Read at least twenty minutes a night
- Utilize problem-solving and SEL strategies learned through Open Circle/Circle Forward.

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



Remote Instructional Days 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 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.
- 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, LexiaCore5 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

In-Person Learning Schedule



The daily schedule includes:

- Extended arrival and dismissal time
- Breakfast
- Lunch
- Recess/break
- Embedded mask breaks
- Specials class- push in (PE, Music, Drama and Health)
- Content classes (ELA, Math, Science and Social Studies)

Changes to note:

Grades 5-8

- Teachers will rotate class to class and students will stay in the their homeroom class

Grade 7/ 8

- Science and social studies will alternate weeks

Friday 1/ 2 Days

- Once monthly full staff meeting/PD

PLC

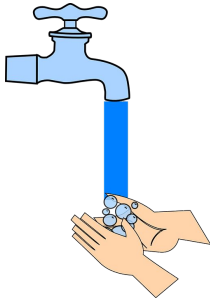
- Will take place once weekly during specials block

Special area classes

- The specials classes have a 3 week rotation (Music, Health, Drama)
- PE will be once per week



Safety and Wellness



Handwashing/ Hand Sanitizing

- Handwashing:
 - Soap and water with visible lather on all surfaces of hands
 - For at least 20 seconds (most sinks water runs for 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.



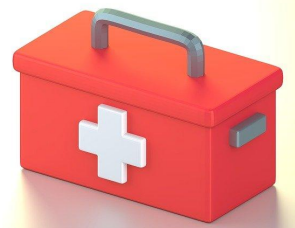
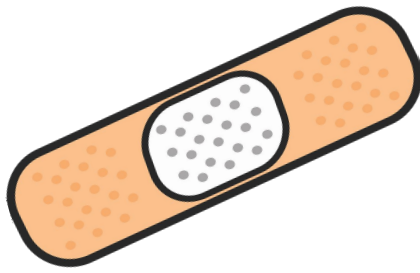
Masks/Face Coverings (K-8 and adults):

- All adults and students are required to wear masks that cover both their nose and mouth.
- 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.
- Masks are provided by the student/family. Masks will be available if a student forgets their mask
- Reusable masks must be washed daily.
- If a mask does not meet the safety guidelines the school will provide the student with a disposable one.
- 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 (breakfast, lunch, snack, and breaks)
- Desks are arranged 3 feet apart facing the same direction.
- 3 feet with masks while transitioning.



First Aid

- Teachers will perform basic first aid: ERT bag
 - Injuries that happen in the classroom/recess (i.e bandaids)
 - Make sure your mask is on completely
 - Put on gloves from ERT bag
 - Wash/sanitize hands after performing first aid
- If the child requires immediate medical attention (vomiting, bathroom accident, bloody nose)
 - If both teachers are in the room:
 - Put gloves on from ERT bag
 - One teacher will escort the child to the Nurses office, the other will call and inform the nurse a student is on the way down. If the nurse is not available the escort will remain with the student.
 - Wash/sanitize hands after escorting the student
 - If one teacher is in the room:
 - The teacher will call the nurse to come and escort the child. If the nurse doesn't answer call the main office and ask for an escort.
- Escort: An adult must always escort students.
- If a child is being dismissed:
 - The nurse will notify the classroom teacher
 - Student's personal belongings will be brought to the nurses office by an adult only.



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Social Emotional Wellness

Learning First Charter Public School continues to be committed to supporting the needs of our students, families and staff as we transition to the in-person model by focusing on the following areas:

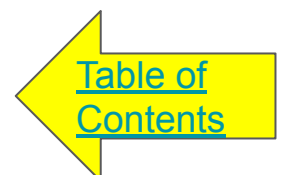
- Building and maintaining a strong sense of community
- Providing all students with the necessary tools for academic success
- Utilizing clever for easy access and navigation
- Supporting families
- Supporting staff wellness

Support for students:

- Providing a block of time for Social-Emotional Learning
- Providing consistent opportunities for feedback
- Daily teacher instruction when in person or remote
- Guidance team small group or individual supports

Support for staff:

- Google Classroom for staff that contains all resources, PD opportunities and new guidelines.
- Referral process for students/families in need of support
- Plan for staff in need of support





Social Emotional Supports

Tier I

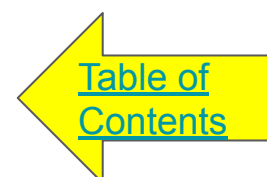
- Teachers will provide Tier I instruction through Open Circle in grades K-5 and Circle Forward in grades 6-8
- Supplemental curriculum resources
- Counselors will provide guidance lessons
- Universal screening questionnaire
- Referral system for SEL
- Universal self management and remote-learning strategies

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
- Evening family support groups (through Enlightened Interventions)





Communication



- LFCPS will continue to communicate regularly with parents/guardians, staff and community members through email, auto dial, phone calls, postings on our website, Class Dojo mailings and social media.
- 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.

In-Person Model COVID-19 Specific Communication

- In the weekly school newsletter COVID-19 positive cases and presumed positive cases will be reported
- Parents will be called by the school nurse to pick up their child if they are determined to be a close contact to an individual who is COVID-19 positive
- An email will be sent to families if their child was not considered a close contact of someone who tested positive

Pre-Screening

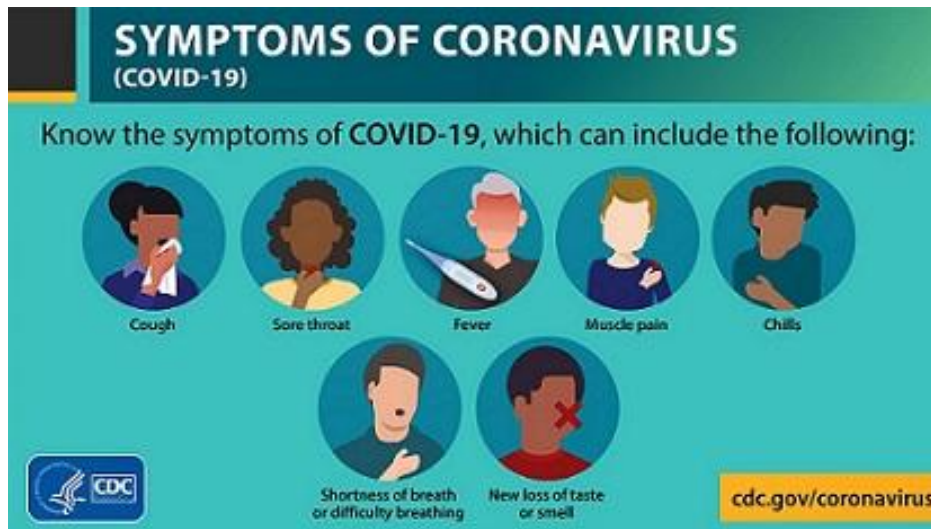
All Students and Staff must Pre-Screen each day prior to entering the school building

- Families screen at home with CDC checklist of symptoms (or school provided form).
- Staff will pre- screen on in-person hybrid days via QR code or form on ADP

Symptoms to Monitor:

- Fever (100.0° 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*

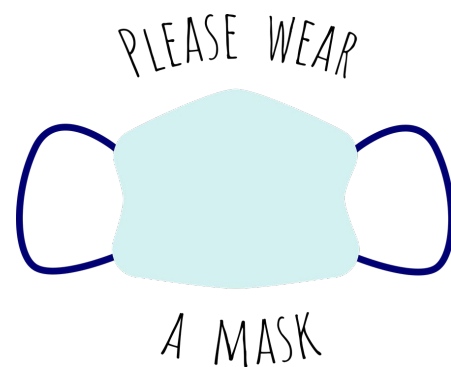
Please STAY HOME if you have any of the symptoms listed.



- Additional screening not required at school- Students and staff members should stay home if they are experiencing any symptoms.
- Teachers will follow the nurse protocol for students who appear to be symptomatic upon arrival.
- Temperature checks are not recommended upon entry



Bus Transportation



Transportation guidelines (determined by WPS)

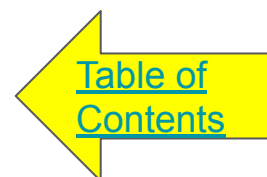
If you need bus transportation for the remainder of the school year:

You must complete a transportation request for a bus stop. Please use the information below and complete a request for each child.

Please use the following username and password to access the website.

- 1) Login to TransApp.worcesterschools.org (do not use www.).
- 2) Username: shc01605
- 3) Password: C9EECF A3466A
- 4) You will need to complete this process for each LFCPS student in your household.

If you have any questions, or need assistance, please contact Learning First at (508) 799-7500 and press "8" for the main office.

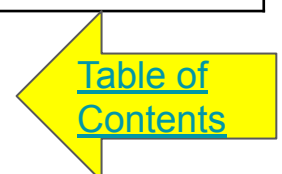




Arrival



Topic	Precaution
Arrival Procedure	<ul style="list-style-type: none">• There is no longer early drop-off available. Students may not be dropped off at the door to wait for school to open.• Student drop-off will begin at 7:30 on Eastern Ave.• Students must remain in their cars until a staff member opens the car door• Designated staff members will unload individual buses/cars.• Walk in and get hand sanitizer from one of the stations and walk rubbing hands for 20 seconds while walking to class• Designated staff will meet arriving students to assure distancing is maintained and prevent gatherings.• No-touch greetings will be utilized (no elbow bumps, knuckle bumps, handshakes, or hugs)• Primary students will go 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.• Signs are placed 6 ft apart on walls throughout the school to maintain social distancing• Students use hand sanitizer upon entering classrooms.• Cohort direction signs will be posted to assist students in arrival routes
Walkers	<ul style="list-style-type: none">• Students will enter the Eastern Ave. entrance at 7:30am• Students are not allowed to congregate in the front of the building
Attendance	<ul style="list-style-type: none">• In-Person students:<ul style="list-style-type: none">○ Caregivers must call the main office to inform the school of any absences or dismissals.○ Attendance will be taken at 8:15 and any student entering after will be considered tardy.• Remote students:<ul style="list-style-type: none">○ Attendance will be taken at the beginning of remote instructional blocks
Late Arrivals (After 8:15 am)	<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).• Student/s will enter at the Gage Street entrance• Student/s will check in at the main office• Students will be escorted to class by an adult

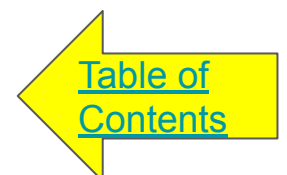




Dismissal



Topic	Precaution
Dismissal System	<ul style="list-style-type: none">• Dismissal will begin at 3:00. Students will be loaded on buses or into their vehicles in the order in which they arrive.• Students will remain in their classrooms until they are called to Eastern Ave. (by name for parent pick up, or when bus number is called)• Families will remain in their cars and wait for a staff member to get student(s) name(s). A staff member will escort the student(s) to the car.• Parents are not allowed to park along the wall or in the medical building and walk to the school to give a student name.• Students will follow signs 6ft apart to socially distance.• As students exit they will get hand sanitizer from one of the stations and walk rubbing hands for 20 seconds to the bus/vehicle• Supervising staff members who may have contact with families will wear masks and make sure to wash hands before and after dismissal.
Walkers	<ul style="list-style-type: none">• Walkers will be dismissed on the Gage Street side at 3:00 pm• Caregivers: If meeting your child, you must wear a mask
Early Dismissal (Parent initiated)	<ul style="list-style-type: none">• Parents/guardians must call in any dismissals ahead of time<ul style="list-style-type: none">○ Upon arrival ring the gray doorbell to the left of the door.○ Wait outside for a staff member to assist you.• 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 will escort sick students○ Office staff escort others• Staff escorts must wash hands before and after escort.
Early Dismissal (School Initiated)	<ul style="list-style-type: none">• Staff member will inform family of specific dismissal procedures upon contacting.



Food Service

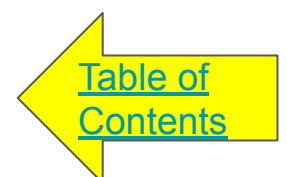


During in-Person Learning

- Continue grab-and-go for students participating in remote learning.
- Full remote will pick up five days worth of meals. This includes breakfast, lunch, snack and fruit from the Fresh Fruit and Vegetable Program.
- Meals will be available during specific serving hours for pick up:
 - Wednesday 4:00pm-5:30pm

Breakfast

- Breakfast will be delivered to classrooms in large insulated bags. All meals will be individually wrapped and placed within insulated bags.
- Once all students are in spots; the teacher will deliver a breakfast to their spot and record on the breakfast roster next to each student's name who receives a breakfast.
 - Students will open their breakfast bag and place the disposable placemat on their desk prior to unpacking the breakfast bag contents.
 - All students must be seated before students take off masks and begin eating.
 - Once finished eating, the teacher will circulate with the trash bin to the student's assigned spot
 - Trash bin must be placed in the hallway immediately following clean up
- During breakfast teachers will record the lunch choices on the lunch choice roster
- Insulated bags must be placed outside each classroom immediately after service. The breakfast roster must be returned with the bag. Any meals not served must remain in the bag to be returned to the kitchen. Bags will be picked up by 9:00 am each morning.
- If students are late:
 - Students will have breakfast in designated hallway spot supervised by classroom staff. If the lunch roster has been collected the teacher will call the kitchen with the lunch choice.



Food Service



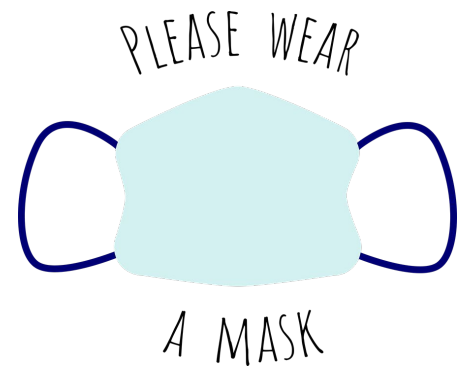
Lunch

- Lunch will be delivered to classrooms in insulated bags; cold items will be with cold bags and hot will be in hot insulated bags.
- Use hand sanitizer in room before every meal/snack for students and staff. (Develop a procedure for the distribution of hand sanitizer)
- Teachers will deliver each student their lunch at their spot, cross checking the lunch roster. Students may have one or two bags as hot and cold items will be separated.
 - Teacher specific process will be determined for distributing lunches to students in hallway spots.
 - Students will open their lunch bag and place the disposable placemat on their spot prior to unpacking the lunch bag contents.
 - All students must be seated at their spots before students take off masks and begin eating.
 - Once finished eating, the teacher will circulate with the trash bin to the student's assigned seat
 - Trash bin must be placed in the hallway immediately following clean up
- Insulated bags must be placed outside each classroom immediately after service with the roster checked off and placed in the pocket

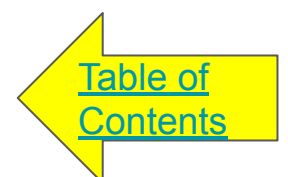
Fresh Fruit and Vegetable Program (FFVP)

- All items will be individually wrapped
- FFVP will be delivered to the classroom
 - Students will open their individually wrapped snack
 - All students must be seated at their spots before all students take off masks and begin eating.
 - Once finished eating, the teacher will circulate with the trash bin to the student's assigned seat

Visitors



- Visits to the school by individuals other than staff and students are by appointment only
- 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.
- 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.
 - Upon arrival ring the gray doorbell to the left of the door.
 - Wait outside for a staff member to assist you.
- Visitors must wear face coverings/masks at all times inside the school building and outside while within close proximity to others.
- Movement of visitors within the school is limited to the main office.
- 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.



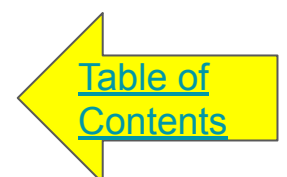


Social Distancing Building Set-up

Topic	Precaution
Room capacity	<ul style="list-style-type: none">● In order for students to be seated with the required 3ft distance between them the desks have been arranged in the classroom at 3ft facing forward.
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 wearing a face mask
Student Groups	<ul style="list-style-type: none">● Cohorts: Keep the same group of students together (class)● Even if students are pulled in small groups they must be from the same class (for example: Sp. Ed. ESL, ACCESS testing, MCAS)
Post Required Signage	<ul style="list-style-type: none">● Signage has been posted as required for staff and students to be in the building.● Social distancing signage is posted at 6 ft increments throughout the building
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.
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 3 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 have replaced 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, windows kept open in classrooms to increase air flow.● Leave ceiling fans off when the classroom is fully occupied and windows are closed (reduce air recirculation).
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

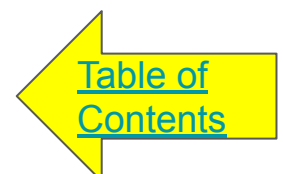
Guidance for Specific Areas

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
Staff office spaces	<ul style="list-style-type: none"> ● Can be utilized by individual staff members but not shared when 3 ft of distance is not possible ● Can be utilized for remote instruction/therapy
Teacher lounge/ Cafeteria	<ul style="list-style-type: none"> ● Staff should maintain 3 feet distance, to the extent possible, from one another ● 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. ● Water, refrigerator, microwave, coffee pots are in the teacher lounge- there is no sitting in the teacher lounge ● 8 seats set up and are 6ft apart are in the cafeteria
Elevators	<ul style="list-style-type: none"> ● Can be utilized as needed ● To maintain social distancing, there should be no more than 2-3 people in the elevator at one time ● Usage limited during lunch block from 10:45 - 12:45



Procedural Guidance

Topic	Precaution
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.
Water	<ul style="list-style-type: none">● Water fountains/bubblers are taped off. Students and staff can not drink directly from water fountains.● Students and staff members are encouraged to bring their own water in water bottles.● The water purifying cooler in the staff lounge is for filling the Keurig only, staff should bring their own water in water bottles.● Students can remove masks and drink in class at times designated by the classroom teacher.
Fire Drill	<ul style="list-style-type: none">● There will be required fire drill practice each month● Teachers should practice their individual fire drill procedures with their in-person students● Follow the fire drill procedure sign that is located by your door● Complete and return written sign off to Facilities Directors● There will be an announced school wide “fire alarm” where students can hear what the alarm sounds like as well
Staff Attendance	<ul style="list-style-type: none">● Building subs are paired with JA classes and coverage is not available.● As soon as staff know there is something that could impact their attendance, they must let their supervisor and co-teacher know immediately.● If staff are absent and responsible for teaching remote students, asynchronous work must be posted for the remote students and plans must be given to classroom IA for in-person.● If staff from the same classroom are both absent, it impacts all grade level teachers for coverage purposes given there are not building subs.



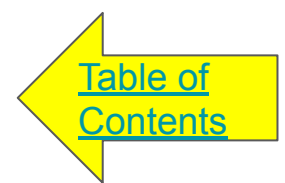
Procedural Guidance

Topic	Precaution
Discipline	<ul style="list-style-type: none"> ● If there is a behavior issue with a student and assistance is needed: <ul style="list-style-type: none"> ○ If adequate attempts have been made by the teacher(s) to resolve the concern and all are unsuccessful then: Use the Behavior Button System > <i>Assistance Needed</i> ○ Academy Director/Assistant Academy Director will respond to grade level needs and process with the student and teacher in the classroom. Students will remain in the classroom if safety is not a concern. ○ Requesting teacher is responsible for electronically entering a SWIS referral as well as notifying the parent/guardian behavioral support was needed during the day. ○ If AD/AAD determine a student is not able to re-enter class and needs to go home due to dangerous or unsafe behavior <ul style="list-style-type: none"> ■ Parents will be called to pick up student ■ The student will be escorted to a waiting area with their belongings ● The Reflection Room is closed while in person.
Library Books	<ul style="list-style-type: none"> ● Library books should be at student seats and not shared between students. ● Procedures for library books at students desks will be determined by the teacher
Tissues	<ul style="list-style-type: none"> ● If students need to use a tissue: <ul style="list-style-type: none"> ○ With teacher permission students will go to designated location with tissues and trash ○ Student will remove mask, use tissue and use sanitizer, then return to seat
Mask Lanyard	<ul style="list-style-type: none"> ● Students will be provided a personal mask lanyard that will be clipped to the face mask <ul style="list-style-type: none"> ○ Upon arrival the lanyard will be clipped onto the ear loops of the mask ○ Prior to leaving for the day students will unclip the lanyard and leave it in their personal supply bin
Seating/ Flexible Seating	<ul style="list-style-type: none"> ● Students need their own chairs and these cannot be shared between students ● Furniture has been adjusted to accommodate student numbers <ul style="list-style-type: none"> ○ Grades 1-5: Red tape where chair should stay near table ○ K and JA: Rolling desks - four stickers for chairs ● Chairs- End of day: <ul style="list-style-type: none"> ○ Grades 1-5: Chair on desk standing up ○ Grades K, 6, 7, 8: Rolling desks - must stack chairs in room ● Students who have flexible seating options (non-fabric) can be used as long as they are not shared

Procedural Guidance: Bathrooms



Topic	Precaution
Bathrooms	<ul style="list-style-type: none"> ● In order to minimize the number of students from different homerooms/ grade levels using the same bathroom, bathrooms are assigned to specific classrooms/grade levels and students may not travel to any other bathroom ● 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 on a continual rotation. ● If a bathroom is shut down for cleaning or is broken, the student can use the locker room. (One student out at a time per classroom) ● Bathroom Usage Procedures <ul style="list-style-type: none"> ○ As student exits the classroom, they will use sanitizer rubbing hands for 20 seconds. ○ Once finished using the bathroom, they will wash hands for 20 seconds with soap and water. <ul style="list-style-type: none"> ■ Sinks run for 20 seconds so students should wash hands until the water stops (except JA and 3rd floor) ○ When entering the classroom, student will use sanitizer rubbing hands for 20 seconds. ● Grades K-1 <ul style="list-style-type: none"> ○ Assigned bathrooms: <ul style="list-style-type: none"> ■ K: Use the bathroom outside your classroom ■ 1: Use the bathroom outside your classroom ● Grades 2-5 <ul style="list-style-type: none"> ○ One person out at a time ○ Use new sign out feature: Teacher will check the bathroom button to see if grade level bathroom is available, then will hit the button to signify someone is out. Once student arrives back in the room the teacher will click the button again so it shows vacant. ○ Assigned bathrooms: Students may not travel to any other bathroom <ul style="list-style-type: none"> ■ Grades 2-3: Third Floor ■ Grades 4-5: Fourth Floor ● Grades 6-8 <ul style="list-style-type: none"> ○ One person from a classroom out at a time ○ The middle sink is off and covered to maintain social distancing ○ Assigned bathroom: JA bathrooms





Classroom Specific Guidance

Topic	Precaution
Classroom setup	<ul style="list-style-type: none">● Student desks are spaced 3 feet apart from one another.● Teacher desk: 1 in each room facing a wall for use when students aren't in the room (can't eat at desk in room with students- 2 teacher chairs)● Unused furniture and equipment as well as infrequently used classroom materials have been removed and stored● 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 will travel to classrooms and students will not transition.● Lessons planned without supply sharing.● Specials take place in the classroom.● To the extent possible, staff and students should maintain at least 3 feet distance. This likely looks like the teacher circulating throughout the room less.● Where possible, develop no-touch systems for turning in work (i.e. Google Classroom).
Individualized Supplies for students	<ul style="list-style-type: none">● Once the school day has started, students should have all supplies needed for the day.● Every student should have an individualized set of supplies - exact items depend on grade.● 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 designated spot in room.● All personal belongings must go home with students each day.
Recess	<ul style="list-style-type: none">● Based upon state and local guidance on recess students will have recess by class● Students should wash/sanitize hands before and after recess● Students can not enter the building without an escort. (Bathroom trips should not happen during outdoor recess because students need to use their assigned bathroom and can not use K/1 ground level bathrooms.)● If assistance is needed call the discipline phone

Facilities and Cleaning Protocols



Process

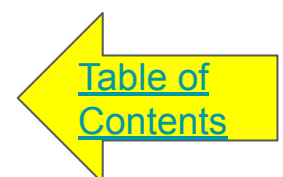
- Frequent routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using EPA approved disinfectants against COVID-19 are used to help reduce the risk.
- Frequent disinfection of high-touch surfaces.
- Cleaning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

Frequency of Cleaning/Disinfecting

- Generally, rooms and surfaces should be cleaned 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 classroom surfaces as needed throughout the school 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 be used on a rotating schedule to disinfect rooms.

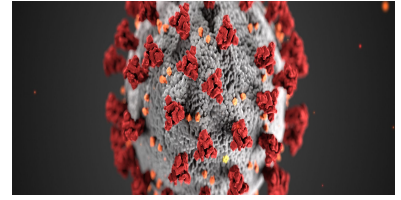
Rooms/areas where someone with the virus has been:

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



Responding to COVID-19 Scenarios

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Symptoms to Monitor:

- Fever (100.0° 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*

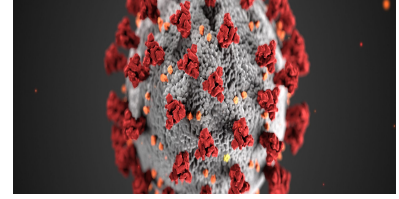
Please STAY HOME if you have any of the symptoms listed.

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 14 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

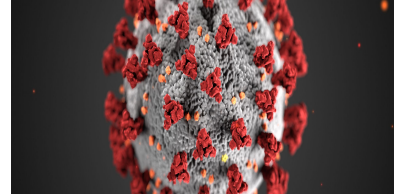


- Teacher ensures student is wearing a mask properly.
- Teacher calls nurse.
- Nurse comes to class and evaluates the student's symptoms.
 - If nurse clears the student, they can stay in class.
 - If nurse identifies the student as symptomatic, the student will be escorted by the nurse to the designated isolation waiting room.
 - If parental permission has been given the student will be administered a rapid covid test.
 - If the student tests positive the caregiver will be contacted to pick up the student and they will need to quarantine for 14 days before returning to school.
 - If the student tests negative, the caregiver will be notified and the student will need to be picked up and quarantine for 14 days due to symptoms.
 - If parental permission has not been given the student will remain in the isolation room until a caregiver can pick up the student. The student will need to quarantine for 14 days before returning to school.
 - Student can not go home on a bus with other students if they test positive or are not rapid tested at school but display COVID symptoms.

Staff is Symptomatic at School Protocol

- If a staff member experiences symptoms during the day, they will contact their supervisor and the school nurse and meet the nurse in the isolation room.
- The nurse will evaluate the symptoms and Rapid tests are available for symptomatic staff members. Then the rapid test protocol will be followed.
- Any staff member with COVID symptoms regardless of a positive or negative test will quarantine for 14 days.
- If the staff member is positive they will provide a list to their supervisor of individuals with whom they had close contact (15 minutes or more) during the last 48 hours before symptoms began.
- The supervisor will provide the list to HR for notifying the staff close contacts and the student close contacts will be provided to the nurse.
- Correspondence advising the employee regarding leave will be provided from HR.
- Supervisors will follow up with the employee 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.

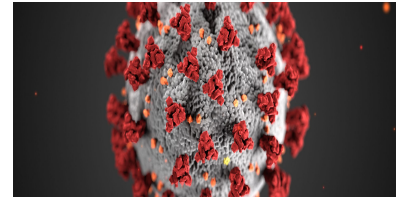
Responding to COVID-19 Scenarios



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 14 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 they are considered a "close contact" and therefore should be tested in five days and quarantine.
- Close contacts should isolate for 5 days after last exposure before getting tested.
- All close contacts should be tested but must self-quarantine for 14 days from school after the last exposure to the person who tested positive, regardless of test result.
- If close contacts choose not to be tested they must remain at home at least 14 days **and** until at least 3 days have passed with no fever and improvement in other symptoms
 - While quarantining do not have contact with higher-risk individuals.
 - Monitor for COVID-19 symptoms.

Responding to COVID-19 Scenarios

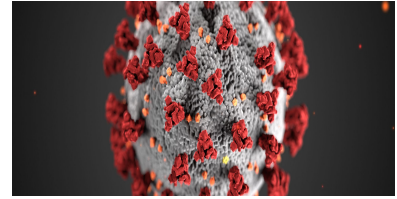


Staff or Student Has Close Contact with an Individual

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) while the person was infectious; The infectious period begins 2 days prior to symptom onset. If someone is asymptomatic, the infectious period is considered to begin 2 days prior to the collection of their positive test. or
 - having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on)
- Contact primary care provider and get tested.
- 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.
- All close contacts should be tested but must self-quarantine for 14 days after the last exposure to the person who tested positive, regardless of test result. If anyone in a household tests positive, the staff member or student must remain home for 14 days.
- 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.

Responding to COVID-19 Scenarios

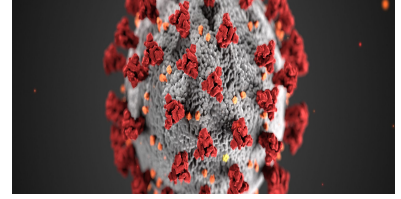


LFCPS Finds Out About COVID-19 Positive Test In The Middle Of The School Day

- Make sure masks are worn properly, social distancing is maintained and all members of the classroom wash or sanitize hands
- If the positive individual is at school they will go to the isolation room until they are picked up or go home (if a staff member)
- To assist with contact tracing, the positive individual will provide 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.
- LFCPS will identify and notify individuals (staff, students and families) who may be “close contacts”
- Parents will be contacted to pick students up who are determined to be close contacts
 - 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 cannot come back to school until they have quarantined for 14 days and are symptom free for at least 3 days regardless of whether or not they get a test
 - If a close contact is tested after 5 days and is positive they must communicate their test results to the school.
- The close contacts will remain in the classroom until they are picked up. Parents will be provided information regarding the pick-up protocol when they are contacted.
 - If the classroom is closer to:
 - The Gage St. entrance students will be picked up on Gage St.
 - The Eastern Ave. entrance students will be picked up on Eastern Ave.
 - Upon arrival the parent will call the Health office cell phone number provided and the student will be escorted out the closest exit to the car
 - Staff will leave as soon as all students from the class are dismissed
 - Staff and students must quarantine for 14 days prior to returning to school- All staff and students will participate in remote instruction during the quarantine
 - If a close contact develops symptoms they should follow the symptomatic individual protocol and can not return to school until 14 days have passed and the individual is 3 days symptom free
 - An email outlining the close contact will be sent, which includes when the close contacts can return to school



Responding to COVID-19 Scenarios

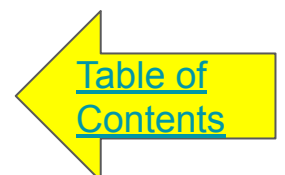


Any Symptomatic Individual (Students and Staff) Testing and Isolation Protocol

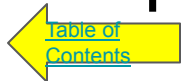
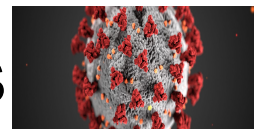
- Individual needs to be tested or quarantine for 14 days.
- If tested, isolate until results are received.
- If negative test, may return to school after 14 days **and** until at least 3 days have passed with no fever and improvement in other symptoms
- If positive test, remain home, monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts and answer calls from the local board of health. If positive can return to school after 14 days **and** until at least 3 days have passed with no fever and improvement in other symptoms without the use of medication.
- If a student or staff member presents COVID-19-like symptoms and chooses not to be tested, they may return to school after 14 days **and** until at least 3 days have passed with no fever and improvement in other symptoms without the use of medication.

Presence of multiple cases in the school

- LFCPS 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 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



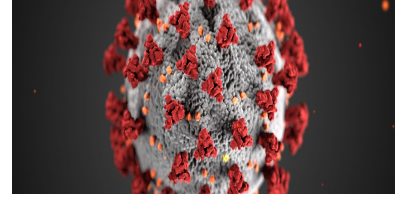
Testing and Isolation Protocol Chart

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 will not be sent home on the bus.</p> <p>If an individual staff member is symptomatic at school, they will notify the cohort leader (staff may get tested at school) and then go home</p>	Individual tests <u>negative</u>	Remain home in self-quarantine for 14 days from exposure
		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 14 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 until picked up (including K-1 students) and adhere to strict physical distancing. They cannot 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>	Remain home in self-quarantine for 14 days from exposure
		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 14 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 sanitize/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 daily 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.

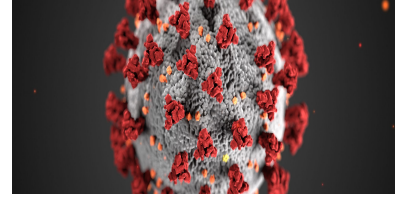
Community Testing Protocol (Parents, Guardians, Caregivers)

- 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.



Responding to COVID-19 Scenarios

Vaccinated Staff Protocols



- Staff are not required to get vaccinated
- All staff must fill out human resources form to support contact tracing
- If staff are vaccinated and:
 - Staff are exposed to COVID at school:
 - Staff who are fully vaccinated with no symptoms do not need to quarantine (if it is more than 14 days since second dose).
 - Staff who are fully vaccinated but are demonstrating symptoms need to quarantine for 14 days.
 - Staff will teach remotely if all students in the class have been quarantined as close contacts for 14 days.
- If staff do not choose to vaccinate and:
 - Staff are exposed to COVID at school:
 - Staff will be notified if they are considered a close contact
 - Staff will need to quarantine with their class and teach remotely for 14 days



Travel Guidelines



- **Traveling out of Massachusetts**
 - Quarantine for 10 days or produce a negative COVID-19 test result that has been administered up to 72-hours prior to your arrival in Massachusetts. If not obtained before entry to Massachusetts, a test may be obtained after arrival.
- **International Travel:**
 - All international travelers must quarantine for 10 days unless they can provide proof of a negative test result that meets the criteria stated above or they are covered by one of the other, limited exceptions.
- **72-hour Testing Rule:**
 - The individual can produce a negative COVID-19 test result that has been administered up to 72-hours prior to your arrival in Massachusetts. If not obtained before entry to Massachusetts, a test may be obtained after arrival, however all such arriving travelers must immediately begin the 10-day quarantine until a negative test result has been received.
- **Staff Quarantine Exemption:**
 - Travelers who are fully vaccinated (i.e. who are received two doses of either Moderna or Pfizer COVID-19 vaccines OR who have received a single dose of the Johnson & Johnson vaccine, 14 days or more ago) and who do not have symptoms
 - Record of vaccination should be documented through HR Department (LFCPS Vaccine Form)



Planning and Instruction



Planning:

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

Instruction: *Attend, Engage, Learn and Grow*

- The school curriculum enables high quality instruction while in-person and remote
- All core-curriculum components can be accessed online for in-person and remote teaching and learning
- Daily Instructional Blocks in-person could include:
 - Socially distanced (3ft apart) whole group
 - Socially distanced (3ft apart) small groups
 - Independent work
- Daily Remote Instructional Blocks could include:
 - Synchronous Lessons
 - Asynchronous components
 - Break out sessions (virtual)
 - Independent work
- Intervention will be provided daily for all students
 - SuccessMaker/Lexia Core5 (ELA)
 - i-Ready (Math)

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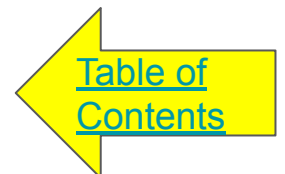
Instruction

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 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)
 - Lexia Core5/SuccessMaker (ELA intervention and ELA independent assignments)
 - Class Dojo
 - Brainpop / Brainpop ELL / Brainpop Jr.
 - Raz-Kids/Epic
 - Other instructional tools and resources.





Technology



Access and Connectivity

- **1:1 Chromebooks or laptops** provided for all students.
 - The chromebook or laptop remains at home.
 - Students will have an assigned school laptop or device when in-person at school.
 - At the end of each day staff will wipe down devices and plug in. (Students may not be assigned this as a classroom job)
- **Hot Spots** have been 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

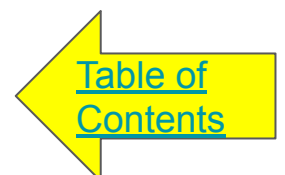
- Students and families can request technology support through the classroom teacher.
 - The teacher will provide assistance or make the referral through the help desk system.
- Staff can request technology assistance through the help desk for staff-related technology needs as well.



Assessment

MCAS Spring 2021: (Grades 3-8)

- In person students:
 - The MCAS test will be administered in the May/June.
 - MCAS has been modified to one session each for ELA, Math and Science.
 - Proctors will receive training on the administration of the modified MCAS.
- Remote Students
 - Will have the option of opting out of testing for the 2020-2021 school year
 - If remote students choose to take the MCAS:
 - Parents will bring students to the Gage St. entrance and be met at the door
 - Students must wear a mask and sanitize their hands upon entering the building
 - When the testing session is done, parents will be called to pick up the student
- MCAS Alt
 - The MCAS Alt due date has been extended to Thursday, May 20
 - Students can complete activities for the MCAS Alt portfolios remotely and in-person



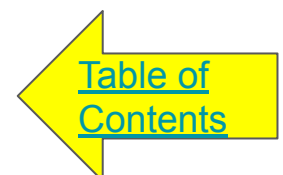
Intervention Plan in All Models

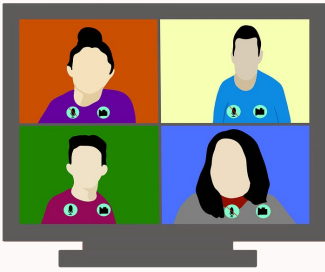
Area	ELA	Math	Social Emotional
Data Sources	TCIRLA/Lexia, IRLA, TELS	i-Ready, TENS	SWIS, HOS/Admin Buttons, Referrals, Screeners, Obsv
Tier 1 Intervention & Progress Monitoring	<p><i>Curriculum- Ready Gen/My Perspectives, Successmaker</i></p> <p>Data pulled & reviewed by Leadership & Coordinator 1 x 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>TCIRLA/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	<p>Classroom IAs Student Support IAs</p>	<p>Classroom IAs Student Support IAs</p>	<p>SEL interventionist Guidance staff BCBA/Dean/Asst. Dean/ Reflection Monitor</p>

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
- 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 Zoom meeting will be available from 5PM -6PM Tuesday and Thursday for families.
 - 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 parent liaisons or the Guidance department can assist.





Special Events, Field Trips and Extracurricular Activities

Assemblies/Special Events

- Whole-school assemblies and celebrations held on 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, are virtual or are canceled.
- The strings program continues to be virtual

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 are available through Google Meet/virtual.



Special Population Considerations

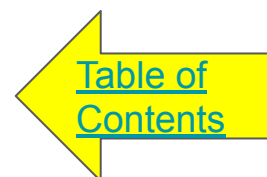
English Language Learners

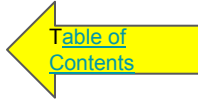
- ESL instruction, sheltered English instruction, scaffolds and supports will be provided in all models.
- ELs' current language levels, can-do descriptors based upon domains, language goals and progress will inform instructional programming.
- Synchronous and asynchronous ESL instruction will take place 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 if students remain remote until the end of the school year.
- 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 provide additional supports for parents and for ELs through the Acceleration Academy supports provided in the evenings and on the weekends.



Students With Disabilities

- Full In Person Model (5 days)
 - Students' IEPs will be implemented as written.
 - Accommodations and modifications will be provided based upon special education and general education collaboration and co-planning.
- Remote Model (available through the end of 2020-2021 school year)
 - Instruction and services aligned with students' IEPs will be provided by special education teachers and related service providers.
 - 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 if the remote model is continued.





Special Education



- LFCPS will ensure FAPE is provided through special education and related services consistent with health and safety guidelines for students fully in person. For students who remain remote 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).
- 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, during a remote or in-person structure.
 - Special education case managers will reach out to parents prior to transitioning to an in-person model to update the individual plan for students remaining remote.
 - Students attending school fully in-person will have their IEP implemented as written and agreed to by the parent.
 - 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 or through a phone conference meet with each parent who selects remote if the plan needs to be updated and the N1 documenting the changes will be provided to the parent. New schedules will be provided to the parent.
 - 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



Remote Learning Model

- Any family can choose to continue the remote learning model for the 2020-2021 school year.
- 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 schedule of classes including special education and related services which are on the student's individual schedule. Through the 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 five 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.
 - To support student access to instruction and services, all students including students with disabilities received a laptop/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.

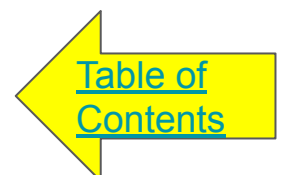
Full In Person Learning

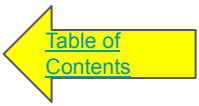
- When in-person, IEP services will be provided in the Least Restrictive Environment and meet health and safety guidelines, such as providing services individually or in small groups in the classroom or an alternate classroom with social distancing.



Special Education Parent Communication

- Parent communication regarding how special education services will be provided is essential to student success and will be provided by the IEP Case Manager.
 - Parents will be contacted to discuss how IEP services will be delivered based upon the model (remaining remote).
 - How and where services will be provided will be discussed.
 - Based upon the discussion, if there are any changes to the learning plan, written notice will be provided on the N1 and the individual learning plan which will then be provided to the parent. The individual learning plan will describe the services for the remote model if there are changes to the remote model.
 - For students returning to school fully in person, the IEP will be implemented as written beginning on April 5th.
 - While parental consent is not required to implement modified 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 model if the provision of service is different than the in-person model.
- 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 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 remote model.

Transition Services

- Will be provided as health and safety guidelines allow.

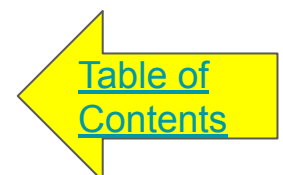
Initial Evaluations, Re-evaluations and IEP Team Meetings

- All evaluations will continue to be conducted either virtually or in-person. If the student is in the remote model, the parent can bring the student into school and the evaluation can be conducted in-person. If a student is remaining fully remote the evaluation can be conducted remotely.
- 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 virtually 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 model and provided to parent
 - IEP meetings will continue to be primarily held on Tuesdays
 - Evaluation meeting will continue to primarily be held on Wednesdays
- LFCPS will document how the delivery of services due to the school’s change in learning model (in person, 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 or in person.
 - ESL Instruction will be provided through synchronous and asynchronous lessons from ESL teachers remotely or in person.
 - Ongoing communication with families will be provided
- 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.

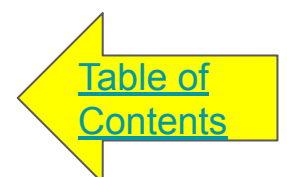


ELE Instruction



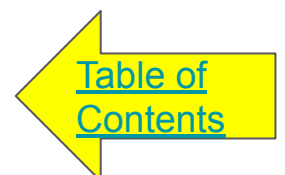
ACCESS for ELs

- Kindergarten
 - The kindergarten ACCESS was administered individually by appointment
- In Person Students
 - A testing schedule will be made based on the students daily schedule.
 - The ACCESS test will be administered at school in small groups based upon student classes (cohorts)
 - Students will use their classroom assigned computer and will each have individual headphones with a speaker for testing
- Remote Students
 - Parents will have the choice to bring their child in to take the ACCESS test by appointment
 - Two appointments will be required to complete the 4 sections.
 - Parents will bring students to the Gage St. entrance and be met at the door.
 - Students will need to wear a mask and will sanitize their hands upon entering the building
 - After the student completes the ACCESS test the ESL teacher will bring the student to the Gage St. door and the parent will be notified that the student is finished



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>



Parent Commitment

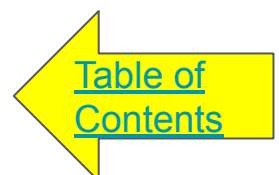


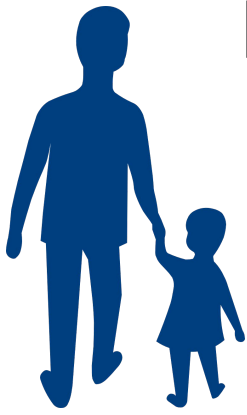
- Review self- certification with child every day.

Self certification:

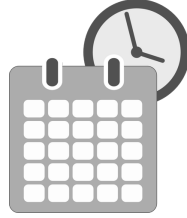
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/Daily-Home-Screening-for-Students-Checklist-ACTIVE-rev5A.pdf>

- By reviewing the self certification checklist, parents will:
 - Keep child home if child exhibits any symptom on the check-list
- Parents will pick up child from school promptly if:
 - Child shows any COVID-19 symptom while at school
 - Child tests positive on a rapid test
 - Child is determined to be a close contact and the classroom is in quarantine due to a positive COVID test
- Traveling:
 - Follow the COVID-19 travel order quarantine guidance





Parent Transportation Arrival/Attendance



Morning Arrival: Parent Drop-off (Begins at 7:30am)

- There is no early drop off. Students may not be dropped off to wait at the doors for school to open.
- Caregivers will remain in the parent drop off line on Eastern Ave. Students may not be dropped off in the medical building, or the upper end of Eastern Ave.
- Students will remain in their cars until a staff member opens the car door for them to unload.
- Staff members will begin unloading on Eastern Ave. at 7:30
- Walkers will enter Eastern Ave. starting at 7:30

Late Arrival (8:15 am and after): Parent Drop-off

- Students will enter the Gage Street entrance
 - Student will check in at the main office
 - Staff will escort the student to their location.
-
- Student attendance:
 - In Person students:
 - Caregivers must call the main office to inform the school of any absences or dismissals.
 - Attendance will be taken at 8:15 and any student entering after will be considered tardy.
 - Remote students:
 - Attendance will be taken at the beginning of each block





Parent Transportation Dismissal



Early Dismissal (Prior to 2:45 pm):

- No-contact system for early dismissal
- Parents/guardians must call in any dismissals ahead of time, and once you arrive call the main office.
- Student will be escorted to the Gage Street entrance

Afternoon Dismissal: Parent Pick-up

- Students will remain in their classrooms until they are called to Eastern Ave by name.
- Parents must remain in car and wait in the car line on Eastern Ave.
- Students will be called for dismissal based on car line order.
- Parents are not allowed to park along the wall or in the medical building and walk to the school to give a student name.

Walkers:

- Walkers will be dismissed out the Gage Street entrance at 3:00 pm
- Caregivers: If you are meeting your child, you must wear a mask

