



BPS School Reentry Planning

Planning Notes

1. [Structuring the work](#) (Example)

2. What is our target for the fall?

All students back in school

A and B / 4 days a week / one week on one week off

3. What are our immediate action steps to get to our target?
4. Internal Communication Plan
5. External Communication Plan
6. Meeting Schedule

4 Targeted groups

Instructional:

Operations:

1. Transportation
2. Storage containers
3. Carpet vs floor
4. Declutter
5. Signage (Ground stickers, arrows, etc)

Community:

Thoughts:

Work from a guiding principle document

Start date Tuesday September 8 or Monday September 14

Mary H kids start in august

Training walkthrough for students

Invite parents in (masked)

Teachers may start remotely

Pre-school early release on Fridays for meetings, cleanings, etc

High school - A/B, week one week two

Declutter spaces - remove any unneeded furniture.

Careful spacing and placement of furniture that is needed

Remove full desks for mobile standing desks

Remove "common area" furniture to create open space

Only items necessary for learning remain

Think Apple store minimalism

Lots of signage

Especially ground stickers, arrows

Arrows for student movement upon arriving and moving through buildings

Reminders for health and safety

Several vendors have excellent sticker signage available

All movement of groups are monitored by staff.

Planning Resources

[Massachusetts Capacity Dashboard](#)

[Ariadne Labs Planning Presentation](#)

[Ariadne Superintendents Advisory Presentation](#)

[Building Blocks of Equitable Remote Learning Matrix](#)

[Classroom and School Signage Option](#)

[Cambridge Public Schools Planning Presentation](#)

[Cambridge Public Schools Safety and Facilities Manual](#)

[Imagining September Storyboard \(Harvard/MIT\)](#)

[Dr. Conti's COVID Outline Memo \(July 9\)](#)

[New York Schools Return to School Website - Good layout for information](#)

[Example Return to School Parent Google Form](#)

[Miami Dade Return to School Plan](#)

[Miami Dade Website for School Reopening](#)

[North Middlesex Reopening Thoughts](#)

[Highlander Institute Reopening Schools: Ideas Across Scenarios](#)

[Google Meet - features free and Enterprise domains](#)

[BPS Elementary Reopening Plans \(Deb Dressler\)](#)

[Parabola Project - School Reopening Readiness DRAFT](#)

[Parabola Project - School Reopening Readiness \(Advisory Council\)](#)

[BPS Elementary Hybrid Half Day Model](#)

July 6-8

Committed to 3 scenarios - Full Remote, Hybrid, Full Return

Each scenario will have 4 core areas - Operations, Instruction, SEL, Community.

During the week Bob will need to confirm that we can accommodate the 3 or 6 foot plan for K-6 prior to the next step.

July 9-11

Create school-based teams for each of the core areas we defined last week.

July 13-16

Create teams for each of the 4 core areas we defined last week.

Bob and Principals need to confirm that we can accommodate the 3 foot plan for K-6 prior to the next step.

Begin to remove furniture and create "storage" areas in gym/cafeteria

Week of July 13

Share Initial DRAFT Plan with Core Teams - Key Target Areas

- Timeline
- Guiding Principles
- Start Date(s)
- Committed to 3 scenarios - Full Remote, Hybrid, Full Return
 - Full Remote for students who need this option
 - Hybrid for grades 7-12
 - Cohorts A and B
 - Full Return for grades K-6
- Each scenario will have 4 core areas - Staff and Student Health and Safety, Operations, Instruction and SEL, and Community.
- Staff and Student Health and Safety Notes
 - Health checklist at home before arriving to school
 - Masks
 - Hand washing and sanitizing
 - Building cleaning
- Operations Notes
 - Transportation
- Instruction and SEL Notes
 - All 1:1 iPads available for home use
- Community Notes
 - Community Feedback
 - Form - Returning students and full remote
 - Form - Returning staff and full remote

July 15-16

Hold virtual meetings with each of the core areas we defined.

Allow comments and discussion about the draft plan.

Utilize School Councils/PTO's for Initial Feedback

July 16-19

Revise Draft plan

July 20

Share Draft plan with staff and parents. Provide feedback form and forum

July 20 - 24

Review Feedback

Revise and finalize plan (for now)

Add FAQ section

July 27 - August

Prepare for implementation

Virtual Professional development sessions for staff and parents

Check in and monitor Technology preparation

Adjust plan as needed

Continue to build FAQ

Superintendent Back to School Video Message

Other Upcoming Dates

Summer Special Education Guidance 7/9

Plans due to DESE on by July 31st.

Commissioner's guidance letter 7/10

DESE District Plan Template - week of 7/13

DESE Stop/Start Protocols - week of 7/13

DESE Transportation Guidelines - week of 7/13

DESE Extra Curricular/Electives/Sports - In Process (no date provided)

Staff and Student Health and Safety

Health Services

Nurses

Team Members

Eric Conti

Barbara Conley

Task # 1 - Due Date

Operations

Facilities

Technology

Transportation

Maintenance

Food Services

Team Members

Bob Cunha
Dennis Villano
Jose DeSousa

Task #1 - Due Date

Bob Cunha
School Principals
Custodial Staff

- ☐ Full building walkthroughs
- ☐ Assess buildings for 3 foot physical distancing
- ☐ Removal of any unnecessary furniture and items
- ☐ Storage containers for outside each school
- ☐ Set up storage areas accessible by teachers in gym and/or cafeteria

Task #2 - Due Date

Jose DeSousa
Eric Calendriello
Theo Goulas
Faydeen Sateriale
Summer Help

- ☐ Order new iPads
- ☐ Order new staff Chromebooks
- ☐ Prepare new iPads
- ☐ Prepare new Chromebooks
- ☐ Prepare new MDM
- ☐ Deploy iPads for K-9

Task #3 - Due Date

Instructional / SEL

Mental Health
Curriculum
Students
Teachers
Special Education
English Learners
Staff Schedules
Student Schedules
Professional Development

Team Members

Patrick Larkin
Dennis Villano

Task #1 - Due Date

Stakeholders and Community

Parents
Students
Teachers and Staff
School Committee
Community

Team Members

Eric Conti
Patrick Larkin

Task # 1 - Due Date

Resources

Budget
Time
People
Family

Team Members

Bob Cunha
Nichole Coscia

Task #1 - Due Date

School Reentry Organizational Teams



Based on our *Guiding Principles* everything will focus first on the health and safety of students and staff

Instructional / SEL	Operations	Stakeholders	Resources
Mental Health	Health Services	Parents	Budget
Curriculum	Facilities	Students	Time
Student	Technology	Teachers and Staff	People
Teacher	Transportation	School Committee	Facility
Special Education	Maintenance	Community	
English Learners	Food Services		
School Schedules			
Staff Schedules			
Professional Development			

BURLINGTON

■■■■■■■■■■ PUBLIC SCHOOLS



The Burlington Public Schools LEARN SAFE program will guide students and staff through safe interactions while in school.



Physical Distancing will be required at all times. BPS will follow DESE guidelines for 3-6 feet of distance in all indoor spaces including classroom and hallways as well as outside school buildings.

Physical Distancing will also be maintained on school transportation at all times.



Students and staff will wash hand and/or use hand sanitizer throughout the school day.

All learning materials will be sanitized after use.

All school buildings will be cleaned daily. All school buildings will be extensively deep cleaned on Friday afternoons.



Students in grades 1-12 will wear masks at all times.

All staff will wear masks at all times.

All students will wear masks on school transportation.



iPad 1:1 Learning Program

Student and Parent/Guardian Statement of Responsibility

Parent collaboration is a critical component of the Burlington Public Schools (BPS) 1:1 Learning Program. Through our technology programs, we want to work with parents so they understand the technology integration initiatives and implementation of 1:1 learning devices and applications. We encourage you to be involved with your child and their use of technology on a daily basis. As parents, students, and teachers working together, we become a stronger learning community, therefore creating more opportunities for our students to be successful.

By accepting this **Statement of Responsibility**, I recognize that technology access is provided for educational purposes in keeping with the academic goals of Burlington Public Schools. The technology device should be used by the student it has been assigned to, and utilized for educational purposes only. All technology devices are the property of the Burlington Public Schools. BPS reserves the right to specify the immediate return of the equipment at any time.

We have read, understand, and will follow this Statement of Responsibility. We understand that if the student breaks this agreement, the consequences could include suspension of technology privileges including take home access and/or disciplinary action according to the Burlington Public Schools Technology Responsible Use Policy or School Student Handbook. We understand that the BPS school network and BPS Google Suite for Education accounts are owned and managed by BPS and that BPS has the right to access any of the information created, shared, or communicated through these systems at any time.

We understand that we are accepting financial responsibility for any damage, destruction, negligence, vandalism, accident, or loss of the assigned iPad device (and the keyboard case if included). The current value of the device is \$294. We have been provided with information about third party insurance through Worth Ave. Group that can provide financial protection for any necessary replacement of the assigned iPad. We understand and accept that we are responsible for the total cost of replacing a damaged, destroyed, or lost iPad as well as the included charging cord (and the keyboard case if included).

- *We will discuss what it means to care for the iPad at school and at home as well as the consequences for damage, breakage, or loss including full financial responsibility.*
- *We agree to return the iPad to Burlington Public Schools in good working condition.*
- *We agree to return the iPad with the charger cord and the keyboard case if included.*
- *We understand that the iPad and charger must be returned on a date specified by the school district.*
- *We understand that the iPad should be brought to school with a fully charged battery each day.*
- *We understand that the iPad is supervised by BPS and will have restrictions enabled for the Apple App Store.*
- *We understand that these restrictions can't be removed and opting out is not available.*
- *We understand that the iPad will not be filtered while accessing the Internet off of the school network.*
- *We will discuss what it means to use the iPad appropriately and safely at school and at home.*
- *We understand that the student's use of the iPad for online activities at home should be supervised.*
- *We will discuss different ways in which the student can communicate online with other people using devices and what safe, responsible, and respectful digital communication looks like.*
- *We will discuss what kinds of online accounts the student will have and how to protect personal information.*



School Reentry Plan



Our Guiding Principles focus on the health and safety of students and staff

- Opening plan should reflect the safety recommendations by the MA Department of Public Health for both students and staff.
- Social-emotional & physical wellness of students and staff takes precedence over academics
- Remote/on-line learning cannot replicate students' experiences in their school communities with their teachers, administrators, peers, and support staff.
- The more independent the learner, the lower the negative impact of remote learning.
- Students who require specialized supports to reenter school will have a different reentry to meet their needs.
- The district will prepare to seamlessly move between in-person instruction and remote instruction, if the school buildings are closed again.
- Transportation will not be guaranteed as prior to the Pandemic.
- Collaboration between grade levels and subject areas within and across schools will be prioritized for consistency and coherence.
- Special subject areas - art, music, physical education, library, and computer science will continue to be an important component of learning.
- Every opportunity will be made to have instruction happen outside.
- We are committed to providing technology for all students that can be accessed at home and at school and will expand our 1:1 learning program for home use.
- Student privacy will be considered in all applications used for remote learning.

SUPERINTENDENT'S MESSAGE

July 15, 2020

Dear Burlington School Community:

The State released its “Initial Fall Reopening Guidance” on June 25, 2020, with plans to deliver additional school guidance in July. In brief, the Massachusetts Department of Elementary and Secondary Education (MA DESE) requires students and staff to maintain social distances of three to six feet, to wear face-masks (grades 2-12), and to organize students at the middle and high school levels by cohorts to minimize interaction. The guidance, endorsed by medical professionals, sets the expectation that children need to be back in school this fall, while minimizing risk.

The State’s new guidance, based mainly on studies from outside of the United States, relaxes safety protocols for schools, which is concerning for some. We have all done our part these past few months to reduce the spread of the virus. We followed stay-at-home orders, wore face-masks in public, and honored the social distancing guidelines of six feet. These safety measures appear to make a difference, and it would be unfortunate to forego the sacrifices already made by implementing less restrictive safety measures now. In consultation with Lexington’s local public health officials, LPS will impose stricter guidelines than those required by the State. Whenever possible, we will maintain social distances of six feet (not three feet) and require face-masks for all staff and students in grades K-12. William Hanage, Harvard University epidemiologist, says, “Viruses are not as smart as humans, but they are much more patient.” We are in the midst of a pandemic, and we must continue to be vigilant about the risks associated with COVID-19.

While the State’s guidance seems straightforward, the complexities of schools are endless. Thankfully, we began the return-to-school planning process in May 2020. Members of our Lexington school community—students, staff, and parents—continue to express their strong desire to return to school in-person this fall. At the same time, we recognize that we may experience a resurgence of the virus, and we must prepare for the possibility that learning will be entirely remote this fall. This “LPS Back-to-School Blueprint” takes many variables into account and provides the framework for what a safe return-to-school will look like for us. It won’t be easy, and school certainly won’t be the same as before, but we are Lexington, and we are up to the challenge!

Sincerely,

Dr. Eric Conti
Superintendent of Schools

SUMMARY

For those who prefer an abbreviated version of our LPS Back-to-School Blueprint, this section is for you! In Lexington, our school community's desire for information is as varied as the unique learners we serve. We develop lengthy plans to satisfy those who are interested in the planning process and want access to detailed data and information. We also know that it can be overwhelming for some members of our school community and not everyone is interested in that much information. Here's what students, staff, and families need to know about the upcoming 2020-2021 school year!

1. For those interested, a copy of the planned 2020-2021 LPS School Calendar can be found [here](#). We hoped our return-to-school date for students would begin on September 1, 2020; however, we may need to modify the 2020-2021 school calendar for two reasons: (1) the primary elections will be held on September 1, 2020, and will likely require public access to school facilities; and (2) the State may reduce the school day requirement from 180 to 177 days to allow Massachusetts educators to participate in additional back-to-school planning and preparations. We anticipate an update from the Commissioner of Education by mid to late July. The School Committee approves any modifications to the school calendar, and the Superintendent of Schools will notify you of any changes. In the absence of any notification of changes, please plan to follow the dates outlined in the school calendar.
2. The health, safety, and well-being of our students and staff is our top priority. The State recently issued health guidelines indicating that all students will be expected to: requires students and staff to maintain social distances of three to six feet, to wear face-masks (grades 2-12), and to organize students at the middle and high school levels by cohorts to minimize interaction. In Lexington, after consulting with the local Board of Health, we are exceeding the State's public health and safety expectations. Whenever possible, all students and staff will practice six (6) feet of social distancing and wear face-masks in grades K-12. The State will release more draft guidance in July on transportation and other matters. We anticipate that meals will be served in classrooms.
3. Our LPS faculty and staff have learned a lot in the past three months. We recognize that we may be engaged in this new way of learning for the next few years or until a vaccine is found and manufactured. Since the emergency school closure in March, LPS offered 65 Technology Workshops that were well-attended by staff who learned new and advanced skills. During the three-month emergency closure, more than 700 educators also participated in professional learning designed to address our students' academic, social, and emotional needs during these trying times. Now that we have increased our capacity to address our students' needs in a remote learning environment, you can expect changes in the fall. The teaching and learning experience in September will be different from the remote learning you experienced during the emergency closure that began in March.
4. Some epidemiological studies suggest we could experience a "second wave" of the pandemic. Everyone should prepare for a return to full remote learning if the health indicators dictate.
5. We plan to start the 2020-2021 school year with two models:

OPTION A: REMOTE LEARNING ACADEMY (RLA). Students (PK-12) and staff who are approved for this model will engage in 100% remote (synchronous and asynchronous) teaching and learning experiences (or work experiences for non-instructional staff). The RLA is designed specifically to respond to the needs of those students, families, and staff who are immunocompromised. We will work

to accommodate those with medical documentation to support their request. Option #A also may be appropriate for students and staff who thrive in a remote learning environment.

OPTION B: HYBRID MODEL OF TEACHING AND LEARNING provides PK-12 students and staff with a combination of in-person and remote teaching and learning experiences (or hybrid work experiences for non-instructional staff). For the 2020-2021 school year only, ALL PK-12 students will be released at noon for “Half-Day Thursdays.”

6. If you prefer a particular model, please complete the appropriate form by no later than July 15, 2020: [Staff Choice Form](#) or the [Student Choice Form](#). If we are able to implement this plan, we will try to accommodate as many people as possible, but your request is not guaranteed until you get official confirmation from the District. In order to properly prepare and staff schools for the start of school in September, we will automatically place families who do not respond to the Student Choice Form by July 15, 2020 in one of the two options noted above. *Important: LPS families with multiple children must complete a separate form for each child.
7. We reserve the right to make changes to any and all aspects of this LPS Back-to-School Blueprint, as we consider community feedback, additional guidance from the State, and continue to monitor COVID-19 trends. If you wish to comment on these draft back-to-school plans and have your feedback considered before we release the final draft, please use this Blueprint Feedback Form and respond by no later than July 15, 2020.

WHEN DOES SCHOOL START?

For those interested, a copy of the planned 2020-2021 LPS School Calendar can be found [here](#). We hoped our return-to-school date for students would begin on September 1, 2020; however, we may need to modify the 2020-2021 school calendar for two reasons: (1) the primary elections will be held on September 1, 2020, and will likely require public access to school facilities; and (2) the State may reduce the school day requirement from 180 to 177 days to allow Massachusetts educators to participate in additional back-to-school planning and safety preparations.

Past practice in Lexington has been to hold elections during the school day; however, this seems an unlikely scenario given the current restrictions placed on large group gatherings due to the pandemic. If the State reduces the number of required school days for students, it is possible the first day of school for all students would be Tuesday, September 8, 2020, the day after Labor Day. Staff members would then participate in three additional days of professional learning and back-to-school preparations. We anticipate an update from the Commissioner of Education by mid to late July. The School Committee approves any modifications to the school calendar, and the Superintendent of Schools will notify you of any changes. In the absence of any notification on changes to school start dates, please plan to follow the dates outlined in the school calendar.

A Disclaimer

We reserve the right to change this draft “LPS Back-to-School Blueprint” at any time. It is our understanding that the Massachusetts Department of Elementary and Secondary Education (MA DESE) expects to issue additional return-to-school guidance in July. We began our planning process in late May, as outlined in this memo. In Lexington, we have severe overcrowding at the secondary level,

aging facilities, intergenerational families with health concerns, and other unique considerations, such as district-wide programming needs for Lexington students living in Boston, a large population of English Language Learners, and multiple in-district programs for students with disabilities. It made sense to start the planning process early given our district's complexities. We engaged the Lexington Public Schools' stakeholders to obtain input and develop the draft "LPS Back-to-School Blueprint" ("Blueprint") prior to the State's release of the final fall school reopening guidance. We will need to reconcile this "Blueprint" with the State's final guidance when it is made available in July.

Initial State Guidance on the Reopening of School

On Thursday, June 25, 2020, Governor Baker shared State guidelines for Massachusetts' school re-opening in the fall. A link to the Governor's press conference is [here](#); a link to the Massachusetts Department of Elementary and Secondary Education (MA DESE) initial reopening of school guidance is [here](#). During the Governor's press conference, the spokesperson for the Massachusetts Chapter of the American Academy of Pediatrics stated that they "share [MA DESE's] goal of bringing most children in the Commonwealth back to in-person learning this fall, while minimizing risk to them, the school staff, and their families."

The MA DESE guidance sets forth the several guidelines for public schools, including but not limited to the following:

- All students in grades 2 through 12 will wear face-masks in school;
- All students and staff will stay three to six feet apart;
- We should organize students at the middle and high school levels by cohorts to minimize interaction.

The health, safety, and well-being of our students and staff is our top priority. As noted in the "Your Health, Safety, and Well-Being" section of this "Blueprint," we are working with the local Board of Health and Town health officials to plan the safest return-to-school in the fall. We know that some epidemiological studies suggest we could experience a "second wave" of the pandemic in the fall. It is important to keep in mind that the health metrics may dictate a full return to remote learning, and we should all be prepared to make a rapid transition if needed. Conversely, we should not lose sight of the fact that once the virus has run its course or a vaccine is made, we may be able to return to school as we once knew it under pre-COVID-19 conditions.

Your Return-to-School Options

Until such time as we are able to return to school as we once knew it, we are providing two options for teaching and learning for the 2020-2021 school year: (A) Remote Learning Academy; or (B) Hybrid Learning Model. We anticipate that students and staff who are immunocompromised and can provide medical documentation will be able to participate in the Remote Learning Academy that is offered online. After weighing the pros and cons of many models of learning (see page 39 for more detail), it was determined that these two return-to-school options best meet the needs of the Lexington school community at this time. Once you are approved for either the Remote Learning Academy (RLA) or the Hybrid Learning Model (HLM), you should plan to remain in that model for the entire school year (or until such time that we return to pre-COVID-19 conditions). Note that in either scenario, students on IEPs and 504s will receive their required services. These services will take place either remotely or in-person, depending on individual circumstances.

Option A—Remote Learning Academy

The Remote Learning Academy is designed specifically to respond to the needs of those students, families, and staff who are immunocompromised and can provide medical documentation. Results from our most recent survey indicate that approximately 16% of families prefer full remote learning in the fall, given what we know today about COVID-19. These respondents shared concerns about the health of their child or family members in high-risk categories. Students and staff who are thriving in the remote learning environment and prefer a non-traditional school experience also may wish to consider this option; however, placements are not guaranteed.

- Elementary (PK-5) students begin their day with a synchronous learning experience that starts at 9:00 a.m. Students will be placed in fully remote classes, with a curriculum that aligns to that provided to students in the Hybrid Learning Model.
- Middle School students in Grades 6-8 will be placed on remote teams. They will begin their day with a synchronous learning experience that starts at 10:00 a.m. Asynchronous activities will be made available to early risers.
- High School (9-12) students begin their day with a synchronous learning experience that starts at 10:00 a.m. Asynchronous activities will be made available to early risers.
- Students in the Remote Learning Academy will have the option of demonstrating what they know and can do through traditional or non-traditional grading systems. More details will be provided later this summer.

Option B—Hybrid Learning Model

The “Hybrid Learning Model” is a combination of remote and in-person learning. For now, our focus is on the framework of the model, and the details will follow. In the School Reentry FAQs, you will find more information about how we plan to address curricular gaps, synchronous and asynchronous lessons, and what a sample schedule may look like for a LPS student. Once this Blueprint is finalized, staff members and families can arrange daycare and finalize plans for the fall. There are many additional details that are either under development or noted elsewhere in this Blueprint. Families have expressed a desire to have siblings be on the same schedule for in-person and remote learning with a hybrid learning model. We will make every effort to keep siblings on the same schedule.

If you choose Option B—the Hybrid Learning Model—here is what you can expect in the fall:

- The PK-12 student population will be divided into two cohorts: Cohort A and Cohort B.
- Cohort A will include 50% of students who will learn remotely through synchronous and asynchronous experiences. Cohort B will include the other 50% of the PK-12 student population who will attend school in-person 4.5 days per week. After one week of remote learning, the cohort will move the next week to in-person learning.
- Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups). The learning students do during the in-person weeks will be the same for both cohorts. The learning students do during the remote weeks will be the same for both cohorts.
- Every Thursday, ALL PK-12 students will be on a half-day early release schedule as follows:
 - Lexington Children’s Place - the Integrated Developmental Learning Program (DLP) dismisses at 11:30 a.m. and the Intensive Learning Program (ILP) dismisses at 12:15 p.m.
 - Elementary Schools dismiss at 12:30 p.m.
 - Middle Schools dismiss at 11:30 a.m.
 - Lexington High School dismisses at 12:00 p.m.

- Pre-COVID-19, “Half-Day Thursdays” were made available to all LPS elementary school students in grades PK-5.
- In this remote learning and hybrid learning environment, “Half-Day Thursdays” will give us a chance to thoroughly clean school buildings during the week, and all PK-12 educators will have an opportunity to develop and send weekly lessons ahead of time, to communicate with families, and to provide additional support to the students who need them the most.
- One of the benefits of participating in Option B—the Hybrid Learning Model—is that we will be able to build on what we have learned and convert quickly to a remote teaching and learning model should the health metrics indicate the need to be fully remote.

Sample Hybrid Learning Schedules

The needs of students at each grade level vary considerably—just as no two students are alike, neither are two grade spans. Students in elementary school (grades PK-5), middle school (grades 6-8), and high school (grades 9-12), have vastly different needs. The following sample schedules are designed to be responsive to the developmental needs of learners in a particular age group. For each grade span, we provide a general outline of the day for both remote and in-person weeks.

Elementary Hybrid Learning Model

At the elementary level, learning is organized into two (2) week segments and students are divided into two (2) cohorts (see Table 1). One half attends a remote learning week, while the other half attends an in-person week, and then cohorts switch. Week 1 remote learning includes activities, such as: engaging in structured activities to preview content and practice skills, academic support from math and literacy coaches, special education, and English Language Learner (ELL) support, all as appropriate. Week 2 in-person activities include core and specialist subject areas at school and all formal assessment happens during in-person weeks. Counseling support will be determined based on individual and group needs across both remote and in-person learning environments.

Table 1. Summary of Elementary Hybrid Model

BLUE WEEK: REMOTE LEARNING		GOLD WEEK: IN-PERSON LEARNING	
<i>Starting the Day</i>			
<ul style="list-style-type: none">All students attend synchronous sessions, starting with a “Daily Morning Meeting”			
<i>During the Day</i>		<i>During the Day</i>	
<ul style="list-style-type: none">Students participate in asynchronous and synchronous activities at a pace that works for students and families.Teachers suggest completion times for all activities to help guide families.The bulk of remote work is designed to allow students to work independently, but with support as needed. Students will be challenged but not frustrated.As appropriate, students may also be supported and taught by various educators (e.g. special educators, teachers of English Language Learners, librarians, specialists, counselors, math coaches, and literacy specialists).		<ul style="list-style-type: none">Students are in school for the regular school day (9:00 a.m. - 3:30 p.m.).Students follow their regular schedule for both academic and specialist classes.Recess and lunch times remain the same; however, we anticipate that lunch will be served in classrooms.	

Ending the Day

- All students attend a synchronous session for “Daily Closing Activities” for 15-20 minutes at the end of each day scheduled by individual teachers (eg. read aloud, preview for tomorrow.)

Middle School Hybrid Learning Model

At the middle school, students take courses in alternating two-week cycles of one week of in-person learning, and one week of remote learning (see Table 2). As appropriate, the Week 1 remote learning activities may include activities such as: structured activities to preview content and practice skills, reading or preparation for classes, advisory groups, team/school spirit activities, academic support from math coaches, special education, or English Language Learner support. Week 2 in-person learning activities include the types of activities students typically engage in when in school, including core and specialist subject areas, science lab classes, advisory groups, special education, English Language Learner classes, team/school spirit activities, and all formal assessments. Counseling supports will be determined based on individual and group needs across both remote and in person learning environments. A general outline of the day for both remote and in-person weeks follows.

Table 2. Summary of Middle School Hybrid Model

BLUE WEEK: REMOTE LEARNING		GOLD WEEK: IN-PERSON LEARNING	
<i>Starting the Day</i>			
<ul style="list-style-type: none">All students attend synchronous sessions for Daily Homeroom/Team Meetings or Advisory Groups			
<i>During the Day</i>		<i>During the Day</i>	
<ul style="list-style-type: none">Students participate in asynchronous and synchronous activities at a pace that works for familiesTeachers will suggest completion times for all activities to help guide familiesThe bulk of remote work is designed to allow students to work independently, but with support as needed. Students will be challenged but not frustrated.As appropriate, students may also be supported and taught by a variety of educators (e.g. special educators, teachers of English Language Learners, librarians, specialists, counselors, and math coaches).		<ul style="list-style-type: none">Students are in school for the regular school day (8:00 a.m. - 2:40 p.m.).As appropriate, students attend approximately four to five hours of classes each day, including academics, specials, and support classes (e.g., academic support, counseling, social and emotional learning, support for English Language Learner, and other activities).	
<i>Ending the Day</i>			
<ul style="list-style-type: none">Classroom Teacher/Team/Advisory Group Leader meets with all their students together (in-person and remote groups) every afternoon to do an end of day group activity for 15 - 20 minutes (eg. preview for tomorrow, school spirit, Advisory Groups).			

LHS Hybrid Learning Model

At the high school, students take courses in alternating two-week cycles of one week of in-person learning and one week of remote learning. During Week 1 remote learning, students will engage in more independent work, with faculty support as needed and appropriate, e.g., engaging in structured activities to preview content and practice skills, reading or preparation for classes, advisory groups, special education, or support for English Language Learners (ELLs). During Week 2 in-person learning, students will engage in as full a range of in-school activities as conditions permit, including core academic classes, elective classes, special education, support for English Language Learners (ELLs), other academic supports, and advisory time focused on social-emotional learning. Counseling needs will be determined based on individual and group needs across both remote and in-person learning environments. The school will follow a modified block schedule with fewer, longer class meetings for increased safety, while still allowing students to pursue their full set of core, elective, and support courses. A general outline of the day for both remote and in-person weeks follows.

Table 3. Summary of High School Hybrid Model

BLUE WEEK: REMOTE LEARNING		GOLD WEEK: IN-PERSON LEARNING	
<i>Starting the Day</i>			
<ul style="list-style-type: none">Students go directly to their first class to begin their day			
<i>During the Day</i> <ul style="list-style-type: none">Students will engage in learning activities that are designed to allow students to work independently, but with support as needed. Students will be challenged, but not frustrated.Teachers will suggest work schedules and completion times to help guide students and families.Classroom teachers will provide support during the remote learning week as needed, with appropriate availability by e-mail and/or video.As appropriate, students may also be supported by a variety of educators (e.g., special educators, teachers of English Language Learners, librarians, counselors, etc.) as appropriate		<i>During the Day</i> <ul style="list-style-type: none">Students are in school for the regular school day (8:30 a.m. - 3:10 p.m.).The school will adopt a modified block schedule customized to a 4.5-day week.Students will have fewer, longer class meetings per day to limit exposure to large group interactions.Passing times will be limited to only three (3) per day, lengthened to 10 minutes each to allow for staggered dismissals and reduced student travel.During an in-person week, each typical class will have two (2) meetings of about 90 minutes each.The week schedule will include reserved time for social-emotional learning (Homeroom/Advisory) and individualized support (I-Block).	
<i>Ending the Day</i>			
<ul style="list-style-type: none">Dismissal time will be staggered to avoid overcrowding in the hallways and to facilitate maintaining social distances.			

In Superintendent Chats, survey responses, email and other forms of communication, many students, staff, and families expressed a desire for more synchronous learning opportunities. Students at all grade levels on Remote Learning/Blue Weeks will be working independently at home and participating in synchronous activities with their teachers and fellow classmates. These activities will consistently include “Morning Meetings” and “Closing Activities” or “Advisory Groups” every day at the elementary and middle school levels. At LHS, the weekly schedule will include reserved time for social-emotional

learning (Homeroom/Advisory) and individualized support (I-Block) during the In-person/Gold Weeks and other synchronous activities during Remote Learning/Blue Weeks will be required. These synchronous learning activities will not be optional. All PK-12 students on Remote Learning/Blue Weeks will be expected to attend these two daily activities and others assigned by their teachers, along with their peers. A primary goal of these synchronous activities, beyond their obvious academic value, is the opportunity for students to engage with their classmates and teachers. The regular teacher contact with students helps to build and maintain relationships and provide support as needed. These synchronous learning opportunities promote social-emotional well-being and develop the intercultural competencies we need to cultivate in the world today—the cognitive, affective, and behavioral skills that lead to effective and appropriate communication with other cultures.

Students at all levels will be expected to attend any synchronous instructional activities their teachers organize throughout the day. These types of activities will vary by grade level and content area, but may include read-alouds, previewing content or concepts that will be covered during the week, lab demonstrations, teacher-led group discussions, individual or small group activities, and other experiences. The number of synchronous sessions will vary from week to week, and families will be made aware of them on the weekly plans that come home each Friday, which will preview the instructional plans and student learning for the following week.

For more in-depth information, the subsequent sections of this document describe how we will be approaching teaching, learning, and district operations during the upcoming school year organized into nine priority areas. You can also see Appendix A for School Re-entry Frequently Asked Questions (FAQs).

BPS SCHOOL REENTRY GUIDING PRINCIPLES

Burlington identified our Guiding Principles that would drive our decision-making in the BPS School Reentry Plan. We have prioritized the health, safety, and well-being of our students and staff. These principles have shaped every component of our planning process.

Data Sources Informing our Plans

Throughout the three-month period of school closure and into the summer, LPS collected a variety of information to better understand the school community's remote learning experience and implementation challenges. We gathered data through various means, recognizing that this is a complex situation that needs to be understood from many perspectives, and acknowledging that each methodology has its own strengths and drawbacks. The data collections described below are enriched by the feedback we receive through Superintendent Chats, stakeholders' emails and other communications, and ongoing discussions with LPS students, staff, and families. Further, we take the present COVID-19 context—the assumption that the pandemic likely will remain well into the 2020-21 school year—and factor it into the analysis. The lessons learned during the 2019-2020 school year, along with further developments over the summer, will continue to inform our planning for the upcoming school year.

Staff and Parent Surveys

Surveys were administered throughout the spring and used as a tool to gather perspectives from a broad range of stakeholders. The Lexington Educators Association (LEA) administered staff surveys on various topics throughout the spring and shared summary reports with District administration. LPS also administered a staff survey in June 2020 focused on staff experiences with remote learning, their ability to return to the buildings in the fall, and technology needs (results can be accessed [here](#)). We administered two parent surveys, one in April and another in June 2020. The first survey focused on initial experiences with remote learning (a summary of results can be accessed [here](#)) and was used to inform adjustments made during the spring. The second focused more on planning for the fall (results can be accessed [here](#)).

Superintendent Chats and Community Conversation

As a complement to parent and staff surveys, the Superintendent of Schools organized a series of student, staff, and parent chats throughout June 2020. These chats served as a focus group of sorts, allowing for a rich exchange of information from participants that is not always feasible through surveys. Similarly, on June 16, 2020, the Superintendent facilitated a “Community Conversation,” which included a panel of students, parents, and staff who spoke about their experiences with remote learning. Following the panel presentation, participants had the opportunity to discuss in small groups what they liked about remote learning, what was challenging, and what new innovations the LPS might consider for the upcoming school year. More detail and minutes from each “Superintendent Chat” and the “Community Conversation” are available below.

Superintendent-Parent/Caregivers Zoom Chats

1. Grades PK-5 - June 14, 2020 PM Chat - minutes.
2. Grades PK-5 - June 19, 2020 AM Chat - minutes.
3. Grades 6-8 - June 17, 2020 - PM Chat - minutes.
4. Grades 6-8 - June 22, 2020 - AM Chat - minutes.
5. Grades 9-12 - June 18, 2020 - PM Chat - minutes.
6. Grades 9-12 - June 23, 2020 - AM Chat - minutes.

Superintendent-Staff Chats

7. HS Teachers of English/Social Studies/World Languages - June 8, 2020 Chat - minutes.
8. HS Teachers of Math/Science - June 8, 2020 Chat - minutes.
9. MS Teachers of English/Social Studies/World Languages - June 10, 2020 Chat - minutes.
10. MS Teachers of Math/Science - June 18, 2020 Chat - minutes.
11. PreK-Grade 2 Teachers - June 11, 2020 chat - minutes.
12. Grades 3-5 Teachers - June 15, 2020 Chat - minutes.
13. Special Education Teachers/Counselors - June 8, 2020 Chat - minutes.
14. School Nurses - June 15, 2020 Chat - minutes.
15. METCO Staff - June 16, 2020 Chat - minutes.
16. Teachers of ELLs and Librarians - June 17, 2020 Chat - minutes.
17. Support Staff and Classroom Assistants - June 17, 2020 Chat - minutes.
18. Physical Education/Wellness/Visual/Performing Arts- June 18, 2020 Chat - minutes.

Community Conversation

19. School Community Conversation, facilitated by the Superintendent - June 16, 2020 Panel. of Students, Parents, and Staff - highlights and trends.

Superintendent-Student Chats

20. Students in Grades 6-8 - June 18, 2020 Chat - minutes.
21. Students in Grades 9-12 - June 18, 2020 Chat - minutes.

Other Considerations

HEALTH, SAFETY, AND WELL-BEING

As we make “back-to-school” plans, it is worth emphasizing that the vast majority of those who participated in the protests were wearing masks and assembled outside. These are important considerations that we have factored into our planning process by requiring protective face masks and taking advantage of outdoor classroom spaces whenever possible.

In Massachusetts, we have seen evidence that risk can be mitigated if we practice our core value of “caring for ourselves and others,” by engaging in good respiratory hygiene, proper handwashing, maintaining appropriate social distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020 - 2021 school year.

Personal Protective Equipment (PPE) Preparedness

On March 13, 2020, all schools in Lexington closed for a two-week period, which was extended twice by Governor Baker twice and eventually through the end of the 2019 - 2020 school year. Immediately, when we first announced the initial school closure in Lexington in March, for large quantities of hand-sanitizer, hand wipes, and cleaning supplies. LPS also recently placed a substantial order for supplies that will help to keep us healthy and safe. The District can receive reimbursement for supplies through funding made available through the CARES Act. Supplies purchased to date include the following:

- | | |
|--------------------------------|---|
| Nitrile and vinyl gloves | • Scrub tops for designated personnel |
| • N95 Masks | • Lab coats for nursing staff |
| • Masks (adult and child-size) | • Pulse Oximeters |
| • Reusable face masks | • Infrared Thermometers |
| • Face Shields | • Hand Sanitizer Dispensers (Classroom) |
| • Eye Goggles | • Hand Sanitizer Dispensers (Standing) |
| • Resting cots for clinics | • Hand Sanitizer Refills |
| • Plexiglass barriers | • Sanitizer Wipes |

The acquisition of Personal Protective Equipment (PPE) may be a challenge for school systems, as we will compete with other public school districts in Massachusetts and throughout the world. As we track the pandemic, we will plan to place an additional order in September, and we will continue to closely observe the lead times of consumables to ensure that the supplies will be available as needed.

School Safety Protocols

The Assistant Superintendent for Finance and Operations, the Director of School Health Services, and the Lexington school nurses are collaborating to develop protocols to keep our students and staff safe. Walk-thrus of facilities are being conducted in collaboration with the Lexington Board of Health. LPS

staff members will meet for three days over the summer to learn and review safety protocols, ensuring that we create the safest return to school possible. As recommended by the Centers for Disease Control (CDC) [safety protocols](#) are being developed to address the following:

- [What to do if sick](#) - learn more about steps to take if a child or staff member is sick and [presents with COVID-19-like symptoms](#);
- [Handwashing](#) and [proper respiratory hygiene](#);
- [Instruction on masks/face coverings](#) (how to do, wear, remove, and store);
- [Student transportation options](#) and capacities;
- [Safe ways](#) for students to enter and exit the school building and classrooms;
- [Safe ways for students to eat lunch](#) (most likely in classrooms);
- [Plans to monitor bathrooms](#), disable air dryers/water fountains, provide paper towels;
- [Administrator safety protocols](#) and/or procedures - what to do if they are not followed;
- Frequent [risk assessment](#) checks by Administrators to ensure that all safety measures are being followed and [supplies](#) are in stock.

School Attendance Guidelines

- [Staff and Family Procedures](#) before coming to school.
- Students and staff must stay home if they do not feel well. This is very important in preventing the spread of COVID-19. We will relax the rules on attendance to ensure that we are not placing an undue burden on families to have their children report to school when sick. The State may release guidance on attendance requirements in the future.
- Many higher education institutions are utilizing staff attestations forms with a daily self-checklist to review COVID-19 symptoms. In August, we will provide LPS staff with a checklist that they can use to self-monitor possible symptoms.
- Students and staff with a temperature above 100 degrees should not attend school until they have been fever-free (under 100 degrees) for three (3) days and without the use of antipyretic medication, such as Tylenol, Motrin, Advil, or Ibuprofen.
- Students and sick staff members should not return to school until they have met the criteria established by the Massachusetts Department of Health (MPDH) to [Discontinue Home Isolation](#) and [Quarantine](#). Students and staff will check with their school nurse prior to returning as well. A [safe return to school](#) is based on symptoms, duration of symptoms, test results, and clearance by the Lexington Office of Public Health.

When a Student or Staff Member becomes Ill

- Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case ([see LPS procedures](#)). Staff and families will be asked to report any illness symptoms that precludes them from attending school, to be able to identify symptom surveillance.
- Staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school will be separated from well students/staff. Individuals who are sick will be triaged by the school nurse and asked to either go home immediately or to a healthcare facility depending on the severity of the symptoms. Any individual who becomes sick at school will be triaged for further medical assessment and testing based on their symptoms. They will be asked to follow [CDC guidance](#) for caring for oneself and others who are sick.
- Each school will have a designated “sick area,” where staff and/or students will be triaged and assessed for an appropriate disposition. Sick students and staff will be separated from well students and staff who are well.

- School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See also [What Healthcare Personnel Should Know](#), a protocol that explains what we need to know about caring for patients with confirmed or possible COVID-19 infection.
- If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have COVID-19.
- Families need to provide the school nurse with at least four emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.
- PreK students who are not wearing a mask and are showing signs of illness will be asked to wear a mask to reduce the spread of the illness until they leave the school premises.

Clean and Disinfect

- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#).
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.

Clean and Sanitized Restrooms

We continue to follow the guidance below from the Centers for Disease Control (CDC), which includes the ongoing maintenance of restrooms, ensuring they have functional toilets, clean and disinfected surfaces, and handwashing supplies. When the COVID-19 pandemic first appeared in the Town of Lexington, we highlighted our cleaning protocols in this [memo](#). We will continue to take the following precautions:

- Ensure that we operate with functional toilets.
- [Clean and disinfect](#) regularly using [EPA-registered disinfectants](#) that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- Clean, and disinfect restrooms daily or more often if possible.
- Instructions for proper hand washing will be posted in restrooms.
- Follow the [Guidance for Cleaning and Disinfecting](#) to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Regularly stock with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.

Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school nurses/administrators should notify the Lexington Office of Public Health, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#).
- The LPS Nursing Team will work collaboratively with the Lexington Office of Public Health to identify individuals who have tested positive and/or who had [close contact](#) with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.

- LPS Director of School Health Services will work closely with the LPS Administrative Team to identify any COVID-19 cases and any necessary actions.

Transportation Safety

There are no easy answers for transportation during a pandemic when social distancing is necessary. “The Centers for Disease Control (CDC) Activities and Initiatives Supporting the COVID-19 Response and the President’s Plan for Opening America Up Again” found [here](#), raises more questions than answers. The guidance, issued on May 22, 2020, poses significant challenges for school systems, and the practical implications of the guidance could result in bus ridership being capped at 12 students, which is impractical at best. Moreover, with 12 passengers per bus and an hour plus long bus ride, it would be impossible to transport the anticipated 228 students living in Boston to Lexington each day. At 12 students per bus, it would take 19 buses to accomplish the Boston bus runs that we typically achieve with a total of five (5) buses. Even if resources were not an issue, it would be impossible to secure enough buses to meet the 12 student cap per bus. Special education transportation has similar challenges. The Massachusetts Department of Elementary and Secondary Education (MA DESE) plans to distribute additional transportation guidance in July, so it is possible we may see some of the restrictions relaxed. In the meantime, we are exploring all options, including what a Boston-based program might look like, and creative ways that we might be able to achieve our inclusionary goals in Boston should transportation be limited.

In the most recent family survey, LPS families were asked the following question: “If schools reopen full- or part-time this fall, how would you plan to transport your child to school, or will you have your child take the bus?” A higher proportion (52.7%) indicated they planned to transport their own children, and 24.9% said they plan to have their child take the bus.

- Windows on buses will be kept open to circulate fresh air.
- Students will be assigned to a seat, and staff will mark their seat locations in advance.
- Whenever possible, an additional staff member or volunteer will be on the bus to monitor and remind students of safety protocols.

Currently, we are in the process of exploring staggered drop-off and pick-up times at schools, routing options, cleaning and sanitizing schedules, Personal Protective Equipment (PPE) requirements for drivers and riders, and special education van capacities.

We strongly encourage families to drop children off, carpool, or walk with their child to reduce possible exposure on buses, traffic congestion, and carbon emissions. One of the best ways to reduce traffic congestion in the Town of Lexington is to increase the rate that children are walking to school. According to data collected in 2019 by program volunteers, approximately 54% of Lexington students take the bus, 28% arrive in private vehicles, and 18% walk or bike to school. Whenever possible, we strongly encourage families to walk to school and increase participation in various neighborhood walking clubs. Lexington has a well-established walking program called “[Safe Routes to Schools](#).”

SCHOOL FACILITIES

Variations in size and shape of classrooms, especially in our older buildings have been taken into account in our planning. Advantages of these newer facilities include larger classroom spaces and

instructional areas, especially in the Kindergarten classrooms, updated HVAC systems, and more complete air conditioning and cooling coverage in the buildings. Both middle schools also recently expanded in 2016. Finally, LPS recently completed redistricting that allows us to better use available space in our buildings, providing some relief to previously overcrowded buildings.

Preparing our Schools

Both families and staff are eager to return to teaching and learning in their school buildings. In the most recent family survey, when asked if schools should reopen (either full-time or part-time) this fall, 66% said they would send their child to school. We have taken a number of school safety measures to minimize risk to all members of our school community to ensure we can safely return to school while the COVID-19 risk remains. First, we conducted a classroom-by-classroom “Facility Needs Assessment.” The purpose of the Facilities Needs Assessment is to determine the number of teaching spaces and classrooms in each school that provide adequate square footage, based on approved social distancing guidelines, to safely seat students and staff. We are in the process of analyzing air handling and filtration system capacity to ensure adequate, safe, and high quality ventilation in teaching spaces. We have conducted walk-throughs with the Lexington Office of Public Health to identify additional expanded space for nursing staff to separate sick students from well students, and care for students or staff in the event they become sick during the day. Finally we worked with the Department of Public Facilities to identify, measure, and procure plexiglass screening for high traffic areas, such as library and administrative offices, providing enhanced safety for staff and students.

Assessing Air Quality Risk

Respiratory droplets and aerosols carried through the air are what spread the COVID-19 disease. HVAC systems are designed to circulate fresh air into the buildings, and the Department of Public Facilities has indicated that the systems at the older buildings are effective and efficient and circulate the levels of fresh air to keep the inhabitants of the LPS school buildings, including Lexington High School which is an aging facility, safe. With the exception of areas in LHS and the Central Office, all buildings have upgraded HVAC systems installed between 2005 and 2020. In all of these buildings classroom ventilation uses a 100% fresh air system. We are partnering with Environmental Health and Engineering to audit our HVAC systems and assess the air quality in each building. Once we receive the detailed information and reports, we will share that information and the raw data with Kari Sasportas, Lexington’s Director of Public Health, to validate the data on our Heating Ventilation and Air Conditioning (HVAC) systems.

Hot, Humid Days, Windows, and Fan Use

Many of our school buildings are not air conditioned and get unbearably hot in the fall and spring, especially on the second floor or in classrooms that get direct sunlight. Members of the school community have expressed concern about being able to teach and learn effectively in school buildings when temperatures are extreme. The concern is greater now than in the past in light of the face-mask requirement. We consulted with local public health officials on this matter, and we will implement the following practices in the upcoming school year:

- Fans may be placed in strategic locations to maximize air flow and minimize potential for virus circulation.
- We will use the heat index, which takes into consideration both the temperature and relative humidity, as a metric to determine where and how we will teach and learn.

- If the heat index is in the “Caution” zone, educators will be encouraged to teach in an outdoor environment. The District is in the process of exploring whether outdoor canopies may be feasible and provide additional outdoor classroom spaces.
- If the heat index is expected to be in the “Extreme Caution” zone or higher, the Superintendent will call a “Heat Day” and notify the school community that teaching and learning will happen remotely on that day.

A heat index takes into consideration both the temperature and the relative humidity. The National Weather Service describes it this way:

“It’s not the heat, it’s the humidity.” That’s a partly valid phrase you may have heard in the summer, but it’s actually both. The heat index, also known as the apparent temperature, is what the temperature feels like to the human body when relative humidity is combined with the air temperature. This has important considerations for the human body’s comfort. When the body gets too hot, it begins to perspire or sweat to cool itself off. If the perspiration is not able to evaporate, the body cannot regulate its temperature. Evaporation is a cooling process. When perspiration is evaporated off the body, it effectively reduces the body’s temperature. When the atmospheric moisture content (i.e. relative humidity) is high, the rate of evaporation from the body decreases. In other words, the human body feels warmer in humid conditions. The opposite is true when the relative humidity decreases because the rate of perspiration increases. The body actually feels cooler in arid conditions. There is a direct relationship between the air temperature and relative humidity and the heat index, meaning as the air temperature and relative humidity increase (decrease), the heat index increases (decreases).

EQUITY AND STUDENT ENGAGEMENT

During this period of school closure, some students and families have been more vulnerable than others. COVID-19 has exacerbated systemic inequities that have existed for decades, as illustrated in our [Joint Statement](#) with the Town of Lexington on the recent protests against racial injustice in our nation, and the pandemic has created new gaps, as well. The development of our plan for the coming school year maintains our focus on the historically marginalized and the most vulnerable groups in our schools, while closely monitoring the impact on traditionally successful groups.

It is our collective responsibility to ensure that all students get what they need to learn and thrive. We continue our efforts at “redefining success,” an effort that we began as part of our [Strategic Plan](#) in the fall of 2019, and one that takes on new meaning in this environment. The coming school year will push us to expand our understanding of success beyond traditional notions of student achievement and will provide us unique possibilities to pursue the elements of a LPS education that we highlighted long before COVID-19 forced us to shift our thinking, including the following:

- Cultivating essential personal qualities, such as a curious and questioning attitude, a caring and compassionate spirit, and a lifelong joy of learning.
- Promoting students’ abilities to think deeply; value civil discourse, and informed debate.
- Providing opportunities for students to create and innovate.
- Exploring different cultures, ideas, and beliefs.
- Caring for yourself and others, and protecting our world and its inhabitants--a final point that takes on a new connotation in our current context.

LPS will continue Town and community partnerships to provide necessary support for families. We also will continue to adapt our provision of specialized supports for our students who need them, including the introduction of teletherapy for students with disabilities this fall.

English Language Learner (ELL) Supports

Lexington's English Language Learner (ELL) teachers have consistently connected with our English Learners (ELs), and their families. These home-school relationships were an important factor in enabling the families in our program to make the transition to remote learning. Through the coordination of our Technology Department, all LPS families in need were provided with electronic devices and Internet access.

Robyn Grant, Director of PreK-12 ELL, will be available via email at rgrant@lexingtonma.org during the summer months for families needing support or information.

As we begin the 2020-2021 school year, the ELL Department will continue to assist our English learners in their language acquisition and support students in developing the linguistic skills to succeed in their content classrooms through the provision of language instruction via a variety of methods, whether in-person or remotely, depending on student and family needs and circumstances. New students may need to have their English skills assessed. You will be contacted by the ELL department to set up a time for testing if needed.

SPECIAL EDUCATION

Overview of Special Education Supports

Special education educators often have particularly close connections with their students; therefore, ongoing communication and meaningful partnerships with families continues to be of paramount importance to us. As we move into the start of the new school year, special educators will be collaborating with related service providers, instructional assistants, general educators, and others who support children in Special Education, ensuring that recommendations for activities are appropriate and accessible whether they occur in-person or remotely. The collaboration that took place during the spring closures will continue into the new school year to provide students with their IEP services.

The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services in the fall, with some in-person and some remote opportunities. In support of some of our more vulnerable populations, students in substantially separate programs will have the choice to attend in-person full time. Resource students will receive support to access the curriculum both in-person and remote. Transition planning and services will continue. Specialized PPE will be provided when the instructional needs require closer proximity. As we consider social distancing requirements, the District will factor in the additional special education personnel who enter classrooms to provide accommodations and modifications. IEP meetings will be held mainly remotely to limit the number of people in a building, and the District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings. The District will make every effort to maintain as much in-person instruction as is safely possible should a full closure once again be necessary.

Students with disabilities, along with their peers in general education, will be assessed to evaluate skill gaps. In addition, special education progress reports and data on levels of performance towards goals prior to closure will be reviewed for progress and regression post-closure. For students in the Extended School Year (ESY) program, progress reports and discussions on individual levels of current performance will be important in assessing skill gaps and regression. We anticipate further guidance from the State on July 9, 2020, which will provide public schools with a process for identifying how compensatory services will be determined and how Districts should be thinking about delivering in-home services

As always, please do not hesitate to contact your Evaluation Team Supervisor (ETS) with any questions or concerns. Please know that we are here for you, and we want to support you.

More In-Person Opportunities for Sub-Separate and At-Risk Youth

Throughout the period of closure, feedback from parents, students, and staff has consistently conveyed the school community's profound sense of loss with the inability to deliver in-person instruction and maintain close connections during the COVID-19 pandemic. Optimizing the amount of in-person opportunities with in-person instruction is a priority, as we further develop the special education component of the back-to-school plan.

Massachusetts Department of Elementary and Secondary Education (MA DESE) has focused on having districts make at-risk youth or students with disabilities a high priority for in-person instruction when developing plans for re-opening in the fall. MA DESE recommends considering the following when prioritizing students for in-person instruction:

- Students with multiple disabilities;
- Students who will need time to learn new procedures and protocols to increase their successful reentry to school in the fall;
- Students whose level of engagement with remote learning during closure was low.

The new "Hybrid Model of Learning" will include both in-person instructional opportunities, as well as synchronous instruction and asynchronous offerings. As always, flexibility will be key to ensuring that a model of service fits the individual needs of students and families, especially within the remote environment.

A focus on in-person instruction will be the delivery of related services, such as speech and language, occupational therapy, physical therapy, and reading. Protective Personal Equipment (PPE) and training for staff will be required prior to beginning any in-person instruction.

In a learning environment that rotates between in-person (in school buildings) and remote learning, some services and instruction will be delivered synchronously through online platforms that allow for optimal instruction, communication, and observation between therapist and student. Following are some examples of what form this may take in LPS:

- Therapies will be provided in-person when possible and remotely when appropriate, as dictated by a student's needs and schedule. Individual staff situations may also affect in-person instruction.
- Special educators and related service providers may spend a portion of their day supporting some students in-person and another portion of their day providing students remote asynchronous support.

- Special Education evaluations will be conducted in-person whenever possible, whereas IEP meetings will likely be conducted remotely, to limit the number of people in a building, and as agreed upon with parents and guardians.
- A portion of time following student dismissal on “Half-Day Thursdays” may be used for in-person services and evaluations.

Should full closure occur after the start of the school year, the District will explore continuing in-person services on a one-to-one basis. Such a decision will be in agreement with parents, staff, and the Board of Health guidelines.

Guidelines are forthcoming from State and local authorities for in-home services. We will share more information soon.

Currently, the District is exploring grant funding that may help cover staffing costs to begin meeting with students prior to the start of the school year in the hopes that this may help those students transition back into school.

In-Person vs. Remote Services

In many cases, the individual circumstances of staff and student health and safety may dictate the availability of in-person services, including speech, occupational therapy, physical therapy, orientation/mobility, visual, hearing, and reading support. The District is exploring providing services to students on an out-patient basis regardless of a student’s assignment to remote learning in any given week. However, there will certainly be times when teletherapy services are safest and most appropriate.

To prepare for this contingency, the District has been exploring tools that staff could use to provide teletherapy services. Multiple potential tools have been identified, and the District is in the process of establishing the necessary student data privacy agreements with vendors. All Speech and Language Therapists are currently in the process of completing their ten hours of teletherapy training through the American Speech-Language-Hearing Association (ASHA). All Speech and Language Therapists working extended school year (ESY) will have completed training by the year’s program start.

Additionally, quiet rooms will need to be assigned to individual therapists in buildings and equipment, such as headphones and Personal Protective Equipment (PPE) for closer distance instruction provided. Once school begins, therapists will be scheduling students for in-person services or synchronous teletherapy services, depending on the individual needs and schedule of students. These services will be delivered individually or in small groups. Schedules will need to accommodate the time needed to sanitize these rooms after each student or small group. Parents of children participating in the Hybrid Learning Model can expect that their children will receive a combination of in-person and teletherapies, as required.

Districtwide Special Education Programs

LPS has several focused Special Education programs for students with specific learning profiles, as listed below. Students within each of these programs will be invited to participate in full-time, in-person schooling, although some services may be provided via teletherapy when appropriate. In the event of another full school closure, the District will plan on trying to maintain as much in-person therapies as is safely possible.

- The Developmental Learning Program (DLP) at Harrington Elementary School, Clarke Middle School, and Lexington High School provides services to students with significant developmental delays or intellectual/neurological impairments.
- The Substantially Separate Intensive Learning Program (ILP) at Fiske Elementary School, Diamond Middle School, and Lexington High School provides services for students with Autism Spectrum Disorder (ASD) and other related disabilities with intensive needs including deficits in language, social communication, play skills, abstract thinking, and behavior. The Intensive Learning Programs provide highly individualized services involving behavioral approaches (typically based on Applied Behavior Analysis principles) to learning.
- The Integrated Intensive Learning Program (ILP) at Hastings Elementary School, Clarke Middle School, Diamond Middle School, and Lexington High School also services students with Autism Spectrum Disorder (ASD) and other related disabilities. Through this integrated approach students are included, often with support, for the majority of their school day within the general education setting.
- The Language Learning Program (LLP) at Bowman Elementary School, Clarke Middle School, Diamond Middle School, and Lexington High School services students who have significant language-based learning disabilities. These students typically have at least average cognitive abilities, but they are not acquiring reading, writing, and/or language usage skills at the same pace/level as their peers.
- The Therapeutic Learning Programs at Bridge Elementary School, Estabrook Elementary School, Clarke Middle School, Diamond Middle School, and Lexington High School service students with significant emotional impairment or other disabilities that may manifest themselves through difficulties with self-regulation. These students may or may not have associated learning difficulties.

The District will be working, through our affiliation with the LABBB Collaborative Transportation Network, to implement proper safety protocols and capacity limits on the vans and buses we contract for our students, who attend both in-district and out-of-district programs, in accordance with State and Federal Guidelines. The transportation network consists of seven (7) Districts; coordinating student schedules across those Districts, along with the number of programs students attend, will be a complex endeavor. In addition to reviewing routing options and van capacities, we also are actively examining cleaning and sanitizing schedules, Personal Protective Equipment (PPE) requirements for drivers and riders, and ventilation protocols. If the State and Federal guidelines do not change, it will be impossible to transport the same number of students with disabilities with the current fleet of vans.

Lexington Children's Place

The District recognizes that remote learning is especially difficult for preschoolers, and in many cases, not at all appropriate for their learning. Preschool students in Special Education will be invited to participate in in-person schooling commensurate with their IEPs. Additionally, related services for young children (Speech, Occupational Therapy, Physical Therapy, English Language Learner support) are most effective when children and adults are together in the same space, and our little ones can manipulate materials, see the adult's face, and receive immediate, in-person, feedback. Given the small-group nature of preschool, Lexington Children's Place (LCP) will be offering consistent programming, while keeping groups small enough to ensure safety protocols. Currently, we are in the process of scheduling students for IEP services and inclusion opportunities that meet safety protocols and guidelines.

Staff will be utilizing professional learning time to further enhance our capacity for appropriate and engaging remote learning activities and plans should there be a need for another district closure during the school year. If another closure becomes necessary, the District will make every effort to provide limited and safe in-person instruction. More information will be provided directly to families of enrolled preschoolers once Student Choice Form responses have been received.

REIMAGINING TEACHING AND LEARNING

On March 13, 2020, the Superintendent of Schools announced a two-week school closure amidst the COVID-19 pandemic. Two days later, [Governor Baker extended the period of school closure through April 5, 2020](#), and on March 25, 2020, [he announced closures through May 4, 2020](#). During this period of time, Lexington Public Schools first paused to thoughtfully plan the approach to learning, still not knowing with certainty the duration of school closures. On April 21, 2020, Governor Baker announced that schools would be closed through the end of the 2019-2020 school year.

Given the differences between a remote and in-person approach to learning and the suddenness of the closures, the District has engaged in evolving and adapting teaching and learning throughout the spring, continuing this work over the summer months. This evolution necessitates a redesign of our curriculum, significant adaptation or creation of new teaching materials, and creating new professional learning opportunities to enhance the capacity of our approximately 1,000 instructional staff (including roughly 800 educators and 200 Instructional Assistants (IAs), Specialized Instructional Assistants (SIAs) and Student Support Instructors (SSIs) who work with teachers at all levels to provide ESL and special education services) and to deliver remote instruction. In doing so, we also had to take into account that as a community, Lexington residents and our staff were experiencing significant and traumatic disruptions to their own lives.

Based on family survey responses and comments collected during Superintendent Chats, some challenges faced prior to school closure continued to be challenges during remote learning, including differentiation, accessibility, teacher feedback and consistency. Consistency can be a common challenge for large organizations attempting to carry out complex tasks like teaching. Teaching is an art, and no two classrooms are alike. Moreover, some staff needed more time to build their skill to deliver remote learning, while others were able to hit the ground running. In other instances, a lack of consistency was due to communication challenges and varying individual interpretations of guidance and its subsequent impact on implementation.

Although remote learning was challenging for some, parents and students shared several positive examples of effective approaches (e.g., how some staff organized and shared materials with students, executive functioning supports and tools, and engaging, multi-disciplinary project-based learning opportunities). Families also reported that remote learning provided more direct access to curriculum and instruction, more communication with educators and support staff, and the opportunity to see what their child is learning. The switch to remote learning led more staff to adopt technology-based learning management tools (e.g. SeeSaw and Google Classroom) and further develop websites to communicate and exchange learning materials with students and families. These examples illuminate potential new ways we might communicate and partner with LPS families beyond the current period of remote learning.

While planning for the 2020-2021 school year, LPS will seek opportunities to grow from these positive examples and target areas of challenge, aiming for better consistency across classrooms and schools and to scale up innovations. We will continue to provide targeted high quality professional learning for our staff.

An In-depth Analysis of Learning Models

In the MA DESE guidance released on June 25, 2020, the State expects school systems to consider a range of options, from a full return to school, to a hybrid learning model, to full remote learning. Hybrid learning is some combination of both in-person and remote learning. Hybrid learning provides maximum flexibility and opportunities, allowing educators to customize the learning experience in meaningful ways for students. It can be confused with blended learning, a model in which 50% of the instructional time is spent engaged in online learning and the other 50% is spent learning in-person.

We will need to adjust our school schedules according to the resources and time available, we will provide them to families in advance, and we will make schedules and expectations explicit for all students, staff, and families. We will make every effort to give students the highest quality education, with the understanding that teaching and learning will not look the same as it did pre-COVID-19.

Both staff and families were asked about their ability and preference to return to learning and/or work in our school buildings. As shown below, 37% of families prefer a return to full-time learning in our school buildings, 47% prefer a hybrid approach with some remote learning, and some learning in school and 16% prefer all remote learning (see Figure 4). 10% of families indicated they would not send their child to school if there is a full or some return to learning in our school buildings (see Figure 5).

When we surveyed staff in June, approximately 6% reported they would not be able to return to work in a school building because they are in a “high-risk” category, or they care for someone who is immunocompromised. Approximately 12% of staff members report that they can only return to school and their jobs if they have child care. Just over 80% of our staff indicate they would be able to return to work in our schools. Of those 80% of staff members who indicate that they are able to return to work in our schools, however, approximately 32% state that they have concerns about their health and safety, and 16% could return but prefer to limit their risk and believe they can productively continue their work remotely (see Table 4).

Table 4. Staff Survey If the buildings reopen in the fall, what best describes how you currently feel about returning (937 responses received out of 1,490 possible)

	Percent
I cannot return to work as I am in a high risk category	3.4%
I cannot return to work as I care for someone in a high risk category	2.4%
I cannot return unless I have child care	12.4%
I can return but am nervous about being safe	32.4%
I can return and am not nervous as I know that the administration will take every precaution to keep me safe	32.7%
I can return, but prefer to work remotely to limit my risk and can productively continue my work without coming into the building	16.3%
I will likely resign or retire from my position at LPS if we are to return to the building	0.4%

I will likely resign or retire from my position at LPS if we do NOT return to the building

0.0%

Our goal is to keep our LPS staff members working, so that we can continue to provide the highest quality education for our students. To the best of our ability, we are going to attempt to accommodate student and staff choice. The State has provided a structural framework and initial guidance; however, it remains unclear what Massachusetts public school systems can expect in the State's final guidance for the 2020-2021 school year that will be released in July. Moreover, the health metrics in the fall may dictate the type of teaching and learning model that we are able to use.

We also heard clearly that consistent and predictable schedules and routines that are not optional and easily navigable are critical for families in the fall. Feedback collected through open-ended survey items and during Superintendent Chats clearly suggests that many students, staff, and families desire more consistent schedules and routines. Several families report that this would help students re-establish their routines and momentum, and it would enable them to better maintain a work-life balance. At the same time, many students, staff, and families report that they appreciated the built-in flexibility and hope to see it continue. With this in mind, we examined various Hybrid Learning Models that are summarized below in Table 5.

Table 5. Learning Models Reviewed by LPS Planning Team

TYPES OF HYBRID MODELS	PROS	CONS
<p>1.</p> <p>PALO ALTO MODEL: Half the student population in two days a week (M/Th), the other half (T/F) with one student day off in the middle (Wednesday or any other day of the week that works best).</p>	<p>+continuity with in-person services; no long breaks for students +one dedicated day for staff to deep clean, complete training and professional learning, and/or provide additional support for at-risk students +families would require daycare only 3x per week</p>	<p>-only two days per week for in-person learning -students with disabilities may have reduced access to inclusion and more services frontloaded. -inconsistent schedule may be harder for staff and families to acquire daycare</p>
<p>2.</p> <p>IN-PERSON ONE WEEK AND REMOTE LEARNING THE NEXT MODEL: Half of the students go to school one week, and the other half go to school the next. (Variations of this model are 4 days on and 10 days off).</p>	<p>+longer period of time in between in-person visits may help with student incubation period noted in this article +more predictable and possibly easier for families to arrange daycare</p>	<p>-longer periods of time between in-person learning for students could be difficult for students already struggling -does not resolve the overcrowding issues at LHS - secondary staff exposed to large numbers of students -does not align well with the 6-day cycle at LHS</p>

3. PK-5 EVERY DAY AND MS/HS REMOTE WITH ADVISORY ONCE PER WEEK: In this model, all PK-5 students in school every day, with some students reassigned to the middle and high schools. MS and HS would be mostly remote, with weekly in-person advisory/homeroom sessions.	+our youngest students who need the most support would attend school every day +would help families with daycare +keeping MS/HS students at home would free up more space +youngest kids seem less affected by COVID and less likely to be spreaders; reduces exposure for older students	-would elementary students and staff be ready for a full return to remote if needed? -would we lose our economy of scale and have fewer staff to cover in different buildings -no playground access at secondary sites -limited in-person sessions for MS/HS - impact on secondary extracurriculars? -parity among staff members
4. PK-5 EVERY DAY AND REMOTE ACADEMIES FOR CERTAIN MS/HS GRADES (e.g. grades 6 and 9).	+elementary students would have a schedule that is consistent	-second wave of COVID-19 may send students back into remote learning
5. PK-12 EVERY DAY HALF DAY: Half of students PK-12 attend school in the morning, other half attends in the afternoon	+students w/ teachers every day +don't need to serve lunch to students in school, eliminating cafeteria crowding issues	-could nearly double transportation costs -difficult to deep clean in between student groups - short classes and many transitions, hard to manage
6. EVERY CHILD (PK-12) REMOTE: All children would be placed entirely in a remote setting.	+more time for instruction +reducing exposure risk for all students and staff +would eliminate stops and starts if there is a second wave of the pandemic	-some students are experiencing social and emotional health issues from being -remote learning is especially challenging for youngest students, and parents need to return to work
7. FULL RETURN: All PK-12 children back in school 100% of the time.	+familiar model for all stakeholders +LPS curriculum already designed for this setting	-given enrollment/ space constraints, only possible to do safely when the COVID-19 risk has been significantly reduced

Student Orientations to New Learning Models

Students' return to school in September—whether as part of the Remote Learning Academy or the Hybrid Learning Model—will include a robust orientation to the coming school year. LPS staff recognizes the need to spend time reconnecting with students and helping them reflect on their identity as learners following the emergency school closure and a summer hiatus. This need to build strong relationships with students will be true in the fall of 2020, more than ever. In order to prepare our community to engage with the levels of challenge and rigor appropriate to each individual student within these new learning models, LPS staff will work collaboratively with each other and with families and students to provide the solid social-emotional foundation and conditions for thriving during the coming school year, including attending to students' basic psychological needs prior to diving into more

traditional academic content. Specific time will be set aside at the start of school to reflect and reconnect.

We all will be learning how to function within this new educational landscape, and to that end, LPS staff will orient themselves and their students to the social norms of the physical and digital environments in which we will operate. This orientation will include explicit instruction in health and safety protocols and extensive review of acceptable- and responsible-use policies for synchronous and asynchronous virtual learning activities. As has become the expectation for all staff in the LPS, we will strive to make this instruction inclusive for the various identities all our students and families hold, and we welcome feedback and partnership in that endeavor from and with our community at large.

A Process for Identifying Learning Gaps

During the period of emergency closure, families and staff expressed concern that their students are “falling behind,” as were families across the Commonwealth and nationwide. We are in the midst of a pandemic, we share these concerns, and we are working proactively to address them.

In the spring, all educators PK-12, worked to identify “bridge standards”—those standards that they felt were essential for students to focus on at the end of the year, helping to smooth their entry to the next grade this fall. In June, curriculum leaders and staff have been taking the next step in that process of curriculum realignment, and determining the essential standards of focus for the coming year given that 1) the overall time for learning will not be as great as it would be under pre-COVID-19 conditions; and 2) that some learning can happen more effectively in a remote setting than others. Educators also have been analyzing data gathered from their departments, as well as district-wide data to identify students who struggled in the spring, or were disengaged or disenfranchised. The needs of these students will be a primary focus area for educators in the fall.

During July and August, curriculum leaders and educators will begin to modify their lessons and activities to account for these significant variables. They will be engaged in professional learning to support their choices in instructional methods that are best-suited to remote learning and flipped learning methodologies. This process will continue throughout the year, with the expectation that regular educators work collaboratively with their special education and English Language Learner (ELL) counterparts to co-plan lessons that support learning for all students.

The goal in all of this is to develop a curriculum that is flexible and sustainable under learning conditions that are unusual and challenging for all involved. One significant difference from the learning that happened in the spring is that expectations will be very different for student learning. Assignments will not be optional, and the focus will be on both social-emotional well being of the students (a major focus of our work in the spring) and their traditional academic growth. To the extent possible, we will be returning to the norms we all recognize—teachers teaching students directly, students working on assignments and passing them in for grades, and students engaged in a wider range of classes and activities. Additionally, the various screening tools and diagnostic assessments typically used will continue to be used to identify areas of need for all students.

Differentiated Learning

Both prior to and during closure, students and families expressed a need for more differentiated learning opportunities. Differentiation benefits all learners. It provides for different paces of learning, varied resources to match learning styles and interests, and varied products to demonstrate learning. It

allows for students who want to stretch to try new things in new ways, and it provides options for students who want or need to take more time on a topic or skill. In the words of one of our educators, when given the opportunity to be challenged, students often surprise us. One middle school educator built in 'mild, medium, and spicy options' open to any student, and this teacher found that students who were not typically engaged in more advanced coursework often opted for the most challenging learning tasks. As we work to eliminate systemic barriers in our schools, we believe this approach holds promise. What may appear to be a small change in our instructional practices can have a big impact when it comes to student equity and access. Practices like these that are taken to scale have the potential to provide more equitable learning opportunities and close achievement gaps that have persisted for years.

Differentiation also requires that our teachers work together to co-plan and organize instruction that meets the needs of all students. Special educators and teachers of English Language Learners (ELL) bring a wealth of knowledge and skill to designing effective learning for their students and regular education teachers, and all students benefit from co-constructing lessons rather than adapting them after the fact.

We also know that students' equity and access needs are varied in a remote learning environment. Technology-based instruction offers new ways to enhance student access, but we must be intentional when designing instruction to fully achieve this benefit. To this end, a variety of professional learning opportunities will be provided this summer and throughout the year to support educators in the differentiated lessons at all grade levels, as well as the effective and purposeful use of technology to enhance accessibility for a wide range of students. Additionally, staff will have time on "Half-Day Thursdays" to work collaboratively and plan for instruction. General educators will have an opportunity to work with and learn from special education staff and teachers of English language learners. They will offer expertise on how to design instruction that is accessible for students with special needs. For more detailed information on the professional development offerings [click here](#).

Feedback, Grading, and Assessments

A new and significant challenge noted by families was related to the optional nature of learning activities offered during the closure. Accountability for learning is important and the optional nature of work during the spring was a challenge for many students, staff, and families. It is important to remember that the focus of much of the work in the spring was to facilitate student engagement, support them emotionally, and to provide maximum flexibility for families and staff during a stressful and uncertain time.

We also know that meaningful educator feedback is critical to learning. Data collected throughout the spring indicates our families and students are looking for more frequent and detailed feedback from educators and our educators are craving this as well.

Feedback to students comes in a variety of forms (both formal and informal) and has a variety of purposes. The most useful for teachers and students is feedback that helps inform instruction and meet learners where they are. This information also provides needed feedback for students and families so they may also reflect on how they are progressing and make adjustments.

In terms of more formal reporting of grades, as curriculum and instruction is modified for the upcoming school year, LPS is considering the skills and content to be assessed. Those standards are being identified now by teams of curriculum leaders and educators and will drive what we report out on and

inform any adjustments we need to make to report cards. At this point, we are planning to resume use of our elementary standards based report card for next year, with the likelihood of minor adjustments based on the actual content on which we are able to teach and fairly assess students. Discussions for a new standards based report card at the middle school level are underway. It is a massive undertaking with a very tight timeline, but it matches the way we want students to be able to learn at these grades and supports the philosophy of learning LPS holds.

A key element in the process will be more consistency and continuity across grade spans and across schools at the same level. Families can expect to see common expectations and structures in terms of nature of assignments, length of assignments, feedback tools and executive functioning support for all students.

Performing Arts, Physical Education, and Visual Arts

The mission of the Lexington Public Schools is “Joy in learning, curiosity in life, and compassion in all we do.” One of the many ways we live that mission is by ensuring that our students have well-rounded, diverse educational experiences. The Visual and Performing Arts and Physical Education and Wellness are integral to the comprehensive education that students receive in the Lexington Public Schools and we value them equally as other subject areas.

Families and staff have been wondering how we will be able to sustain our Arts and Physical Education/Wellness classes given the need for social distancing. Our staff are in the process of conducting an inventory of available performing and visual arts space and also exploring options for temporary outdoor space (covered and uncovered) by using dedicated parking free areas. Teachers will develop modified lessons, keeping in mind social distancing, equipment, class space and the weather for outdoor activities. Staff will also collaborate with our school nurses and the LPS Health Department to provide instruction regarding hygiene and safety to promote safe interactions among students. Specific strategies and modifications to be employed by our Performing Arts, Visual Arts and Physical Education teachers for the 2020-21 school year include:

- Focus instruction on outdoor activities (weather permitting) that promote lifelong fitness, stress relief, and healthy diet whenever possible. This focus is more important now than ever as we see the rise in the effects of COVID-19 in people with comorbidities.
- When indoor activities are unavoidable, Performing Arts, Visual Arts and Physical Education teachers will divide students into smaller groups and spread activities across multiple class spaces (e.g. using some combination of the fieldhouse, fitness center, gymnasium, auditorium, black box theater, athletic training room and yoga/pilates studio)
- At the end of each class the environment and equipment will be disinfected
- Performing Arts, Visual Arts and Physical Education teachers will maximize opportunities to avoid sharing any equipment among students along with encouraging students to provide their own equipment to use when possible (e.g., instruments, sticks/mallets, paint brushes).
- Some students will need art supplies for home use. The Visual Art department can provide many of these materials for students and will ensure opportunities to access art materials families may not have in their home.
- When applicable, teachers will maximize opportunities to use a flipped classroom model to allow students to understand and apply concepts when physically present. For more about flipped learning, see [Flipped Learning](#).

TECHNOLOGY

The LPS Technology department played a significant role supporting remote teaching, learning, and working during the spring school closure period. The department provided 500 devices to elementary school students and families and continued to support the 1:1 devices for approximately 4,000 middle school and high school students. The department also provided devices for support staff and other stakeholders which allowed them to support students in the classroom and also helped the district to continue to operate smoothly during the closure. Students, families and staff were able to safely get support through the remote technology office throughout the school closure period.

In addition to providing devices and technical support, the Technology Department collaborated with the curriculum office to support teaching and learning across the PreK-12 continuum. Digital Literacy Coaches worked tirelessly to provide teachers with scheduled and “on call” support when teachers needed to quickly learn new tools to use with their students. One positive result from the school closure was the increased learning that took place with many teachers and other staff related to technology tools and using those in teaching.

Like all districts across the Commonwealth, the sudden school closure required LPS to quickly adapt teaching and operations to a remote environment, with our technology tools as a cornerstone. Our task was made easier given that students in Grades 6-12 already had 1:1 devices. Since the closure, the LPS Technology department has processed approximately 100 requests for new software applications, issued over 125 devices to allow staff to work remotely, and safely resumed a process to perform device repairs, device distribution and device repairs daily. All LPS nurses have district issues phones, which are being upgraded in the FY21 budget. Recent survey findings indicate that LPS staff generally have access to the technology tools needed for their jobs. Among staff who responded to the survey, 97% indicated they have all (73.6%) or some (23.4%) of the technology tools they need to perform the jobs. When asked which tools staff felt they still need, staff responses indicate they generally have the major tools they need, but are looking for additional tools to offer a richer remote learning experience, perform work with more efficiency or ease, and/or are looking for continued training on how to effectively use the tools they have.

Consistent with previous LPS data, overall family access to reliable technology also continues to be a strength. The majority of families reported they have access to the Internet at home (98.6%) and a reliable tablet, laptop, or computer they can use for remote learning (97.5%) all or most of the time. Beyond the pre-existing 1:1 technology available to students in some secondary grades, LPS deployed an additional 500 devices to families during school closure. LPS is currently well-positioned to continue to provide technology to families in need going into the 2020-21 school year, and we will continue to work to ensure access for 100% of our families.

Tech Tools You Can Use

In looking ahead and reflecting upon our remote schooling experience this spring, the Technology Department, along with other staff across the district, are looking at the tools that we used and how we can best improve our delivery of instruction in the event that remote or hybrid learning environments are part of our future.

Lexington educators will continue to have access to Google’s suite of collaboration and communication tools which greatly support teaching and learning in a remote environment. These tools allow students to demonstrate learning and acquire new skills, easily complete assignments, communicate with the teacher, maintain a sense of community, and collaborate with peers in a safe environment. Additionally,

based on student and teacher feedback, the District and Technology Department are looking to provide increased student access to additional tools which will support further collaboration for students related to group projects, help support peer relationships and continue to provide a sense of community.

The Technology Department and staff continue to partner with district curriculum leaders as we plan curriculum to ensure that we have the right tools and resources to support students in all learning environments. Teams working on curriculum and instruction planning are encouraged to communicate both with their curriculum department heads, as well as technology staff and data services staff throughout the summer and in advance whenever possible to ensure desired tools and digital materials are:

- Aligned with BPS curriculum and instruction
- Appropriate for use with students
- Can be supported by other departments, as needed
- Can be fiscally sustained
- Can be made available in time for instruction

Our district is committed to maintaining a core group of digital tools in order to make remote learning more accessible to students and easy for families to access and support. Strategic focus on a core set of tools (i.e. a less is more approach) can help achieve consistency, enhance the ability of LPS departments to provide critical support and opens up the opportunity to achieve deeper capacity and skill building among staff to effectively use tools. This core group of tools includes:

- **Google Apps for Education (Required for ALL grades)**
- **Seesaw (Required for grades K - 3)**
- **Google Classroom (Required for grades 4 - 12)**
- **Google Meet**
- **Screencastify**

Staff will receive guidance and training on how to securely use Google Meet and control access to meeting rooms in order to minimize known challenges, learning from other districts who have been able to successfully and safely use this tool with students. Google Meet has (e.g. see [here](#) for recent enhancements), and continues to rapidly evolve and improve its features (e.g. potential new features that would allow users to more easily set up breakout rooms). Although the exact timeline on these planned improvements is unknown, the district will continue to monitor development of this tool and continue to provide support staff in how they can effectively use new Google Meet features for remote learning and work.

Our learning from this spring has resulted in our looking to also provide learning opportunities for families to better understand the digital learning tools that their children use and how they can support students in a variety of ways in a remote learning environment. This may include opportunities to learn about devices, software, and how to help students be successful in a remote or hybrid learning environment.

Ongoing professional learning throughout the year as well as Digital Learning Coaches (DLC's) will be available to support all educators.

Student Data Privacy

As a district, we will continue to follow student data privacy laws which help keep our students safe during their online experiences. Educators will continue to work with Digital Learning Coaches to investigate tools that most appropriately support the curriculum and are safe for students to use. We understand that students need tools that promote engagement and learning while at the same time, ensure a level of safety while working online. Our district continues to maintain and refine processes for using software and apps and how to request the use of those software/apps, as we work to protect student data. Digital literacy content will be part of the first week of school activities—before academic and specialist classes begin—to help make students safe users and consumers of digital tools and resources. In addition, we are planning continued professional learning opportunities for parents and families around technology and curriculum and instruction, so stay tuned!

Deploying 1:1 Devices for Students PreK - 12

Our district and the Technology Department were able to respond quickly and thoughtfully to the need for devices this spring. We developed processes for cleaning and deployment that ensured timely and safe ways for students to get devices. We also developed safe ways for the technology staff to support remote learning by opening a remote technology office for repairs, or if additional technology needs arose for students and staff.

This model was highly successful and will be replicated again with slight refinements based on any of the learning models that the district needs to pursue.

While our district was able to offer an extremely high level of access to our students and families, we did face challenges in acquiring devices that would allow students in need to access Wi-Fi. The sudden closure of schools across the nation made it extremely difficult to get devices for Wi-Fi access. Our district currently uses portable Wi-Fi devices called “Kajeet” for our students. As a result of our experience this spring, we are working to proactively acquire additional Wi-Fi devices that can help support families during remote learning experiences if needed. The LPS Technology Department is maintaining this webpage to provide up-to-date information on student and family access to technology.

PERSONNEL & STAFF SUPPORT

While ensuring planning for making students safe when we come back to school in the fall, we also need to remember that our buildings are full of adults, and our focus is also on keeping staff safe and well.

The teaching and learning models require flexibility. As indicated in the Emergency Closure MOA, "All members of the bargaining units recognize that they may be called upon on occasion to complete tasks that are out of their typical scope of work, and that they may not otherwise have been asked to complete." This will continue to be true, perhaps at an even greater extent. Staff will not do it alone, though. Working conditions like class sizes and hours of work will likely also be different. The district recognizes the need for additional supports and training and will provide these to help ensure staff success.

We do need all instructional and building-based support staff to complete the [Staff Choice Form](#) by no later than July 15, 2020. We will try to accommodate as many people as possible, but your request is not guaranteed until you get official confirmation from the District. Human Resources will reach out to

you in July if you have indicated that you are not able to return to LPS buildings. We will work with you to review your options in accordance with your rights under contracts as well as state and federal law.

If you have questions, the LPS Human Resource Director can assist you. Please contact Monica Visco, mvisco@lexingtonma.org for confidential support. In addition, members of the LEA may reach out to Avon Lewis, salewis@lexingtonma.org, LEA President and members of the ALA may reach out to Eamonn Sheehan, esheehan@lexingtonma.org, ALA President, for confidential support about your rights and the law.

Employees can also find information about paid sick leave and expanded Family and Medical Leave Act under the Families First Coronavirus Response Act [here](#).

PROFESSIONAL LEARNING

More than 700 LPS faculty and staff have participated in professional learning opportunities and training from March 13th (first day of school closure) to the present. LPS staff participated in 62 Technology Workshops, including 25 GSuite Tool Workshops; workshops on the use of technology apps and tools, including Screencastify, SeeSaw, Socrative, and EdPuzzle; and technology integration topics, such as digital feedback and creating effective organization and study tools. Additionally, LPS faculty and staff participated in 15 Graduate Courses and Workshops focused on (1) social and emotional learning (2) differentiated instruction, and (3) diversity, equity, and inclusion since the March closing of school.

Social and emotional learning opportunities included: Habits of Mind Learning Pathways, Responsive Classroom, and the Impact of Trauma on Learning. Courses within the Differentiated Instruction strand included Project Based Learning and Universal Design for Learning. This coursework was immediately put into practice by educators as they developed strategies for building positive learning communities remotely, and used differentiated approaches to reach all students in this new learning environment.

Diversity, Equity, and Inclusion (DEI) work continued amidst the national backdrop of protests against racial injustices. Our educators quickly adapted their DEI learning and action steps for the world of remote learning and social distancing. Taking the lead from our [Joint Statement](#) with Town officials and [follow-up guidance for staff](#), many educators shifted from in-person professional learning focused on anti-racist teaching practices to completely virtual spaces. Educators thoughtfully considered ways to continue the critical DEI work through the school closures and into the new 2020-2021 school year. Plans for several hundred educators to view the important documentary "[I'm Not Racist...Am I?](#)," originally scheduled for the day that schools closed, are being shifted to virtual viewings in the summer and fall, including opportunities for community viewings and discussions. One hundred twenty educators and administrators participated in a virtual workshop with Dr. Ron Ferguson of Harvard, to learn about how student feedback can provide valuable insight into the school experience for all students, and how we can adjust our practice to better serve our marginalized students. In June, the District offered formal opportunities for all staff, as well as students at LHS, to come together virtually to discuss concrete action steps we can take individually and collectively in order to dismantle the institutionalized racism that exists in the LPS and beyond. Previously scheduled learning opportunities also continued, such as the Equity Book Club and a workshop to practice anti-racist classroom discussions.

The LPS Literacy Coaches offered 26 virtual group coaching sessions to support educators in teaching literacy remotely. Nearly 80 administrators, counselors, social workers, nurses, and other educators participated in a workshop with the Brookline Center for Mental Health, learning strategies for supporting student and staff mental health in remote learning, and in planning for the fall. Faculty and staff were committed to growing their practice to meet the new demands of remote learning, and this learning will continue through the summer months in order to prepare for the fall.

Planning for the 2020-21 School Year

This summer, over 215 faculty and staff have been awarded Summer Workshop grants that will focus specifically on the needs of students, as it relates to the pandemic. These grants are supported by the General Fund of the Lexington Public Schools, and through the generous support of the Lexington Education Foundation (LEF). Here are just a few examples of the Summer Workshops:

- Worry Warriors - an Elementary small-group counseling curriculum to give students strategies for coping with anxiety.
- Math Instruction Videos - Middle School Math educators will create a video resource library for students to access lessons remotely.
- Making a More Flexible Lab: Digital Lab Kits - High School Science educators will develop digital lab kits to engage students in science lab work remotely

In addition to the extensive work being done over the summer to adjust curriculum and adapt lessons, units, and materials to be ready for robust remote and/or hybrid teaching and learning, the LPS Professional Learning Program will offer graduate courses to educators in the topics of technology, differentiated instruction, Diversity, Equity, and Inclusion (DEI), and Social Emotional Learning (SEL). These topics, and the courses offered, have been carefully selected to help educators prepare for the new teaching and learning context created by the COVID-19 pandemic.

The entire LPS faculty and staff will participate in four days of professional learning and development leading up to the start of the school year, on August 18, 19, and 20th, and August 31st. On these days, educators will learn about safety practices and procedures related to the pandemic, culturally responsive social-emotional supports, and trauma-informed teaching for students in the context of current events. Professional learning will be provided to help educators adapt to the pedagogical shifts required for our hybrid and remote plans, including flipped learning and effective teaching in the block schedule for high school students in the hybrid model. In addition, curriculum leaders will be working with teams and departments to share plans that have been developed over the summer to assess student understanding and address learning gaps over the coming school year. Teachers will work collaboratively to develop flipped classroom structures and content, as well as common tools for assessing student learning in remote and hybrid settings. Technology training will be provided on the key tools listed in the Technology section of this Back-to-School Blueprint, and our Digital Learning Coaches will be supporting teachers and curriculum leaders to use technology effectively in flipped teaching, feedback, and assessment. Educators new to Lexington will participate in a revised New Educator Orientation to prepare them for the expectations of remote and hybrid learning, with continued programming throughout the year to offer just-in-time support.

Parent and Family Professional Learning

The circumstances of the past few months have required students, staff, and families to make incredible shifts in practices, routines, and expectations—it has not been easy! As educators and

students learned new technologies to support learning, we have reached out to parents and families to provide assistance in understanding how best to help their children navigate the demands of remote learning. Now that we have a better understanding of what remote learning looks like, and what challenges our students may encounter, we are working to further develop the parent and family professional learning to make sure everyone has the tools needed to succeed. In May, our Middle School Digital Learning Coaches led a session on Google Classroom for Parents/Guardians attended by about 65 participants. We are planning to increase synchronous training opportunities for parents and caregivers like this one, as well as resources for asynchronous learning.

In addition to the rapid addition of technology tools and expectations, parents and families expressed a desire for more information and strategies for supporting students around executive functioning (EF) skills—broadly, the skills to regulate behavior, emotions, and thinking. To that end, LPS faculty experts have developed a website resource for parents and families to use to learn more about EF skills and how to help students develop those skills in a remote learning environment. This website, along with additional technology resources, other parent/guardian learning opportunities, and a mechanism for requesting additional types of professional learning, will continue to be developed over the summer and shared with the community in a number of ways (via districtwide updates, Twitter, district website, school and teacher newsletters, etc.).

FAMILY PARTNERSHIPS AND SUPPORTS

Throughout this unprecedented shift to a new way of teaching and learning, our dedicated educators and support staff will continue to serve our community, connecting students and families with the varied resources necessary to engage in learning amidst this pandemic.

During the spring closures, LPS staff partnered with Whitsons School Nutrition to deliver more than 13,000 meals. In partnership with the Lexington Food Pantry and Neighbor Brigade, families dealing with food insecurity, including those with new hardships due to job and/or income loss, had access to groceries and healthy meals during school days and on weekends. The wrap-around supports that the Lexington community put in place worked effectively. We were able to provide transportation to families who needed it or deliver food to their homes. We will continue to serve meals to families in need throughout the summer months.

Collaboration with local community organizations has resulted in additional support and resources for LPS students, staff, and families, such as the Chinese American Association of Lexington providing thousands of personal protective equipment (PPE) materials for staff and families in need and the Chinese Americans of Lexington organization raising donations totally approximately \$130,000 to fight COVID-19, including donations of roughly 43,000 pieces of PPE.

Community Resources

The [Community Resources webpage](#) includes an up-to-date list of resources that the LPS community may access during school closures, including options for Lexington families based in Boston. This information is mirrored in the previously shared [Community Resources document](#) and complements the information posted on the Town's [Human Services Department webpage](#). These links provide in-depth information on many topics, including the following:

- [Free and Low-Cost Food](#)
- [Access to WiFi](#)

- [Mental Health Supports](#)
- [Talking with Kids about COVID-19/Coronavirus](#)
- [Home Utilities Help](#)
- [Emergency Housing Assistance](#)
- [Emergency Financial Assistance](#)

If you are a community group offering support not already listed in these resources, or you are a LPS community member who is in need of support, please contact Johnny Cole, Director of Equity and Student Supports, at jcole@lexingtonma.org.

LPS Coronavirus Updates

- [LPS Coronavirus Updates](#): Click the link to access LPS communications and Town of Lexington and Massachusetts Department of Public Health COVID-19 updates.
- [Do Your Part: Help Fight the COVID-19 Pandemic](#)

Problem Resolution

When a parent or caregiver experiences a frustration with their child's school experience, it can be challenging to know where to turn to get help and support. Some post their frustrations on social media, while others contact an elected official, Town offices, or District administrators. You certainly have a right to contact whomever you choose whenever you choose. If you are a parent or caregiver interested in solving a problem that involves your child's education or remote learning, our best advice is to first talk with your child's teacher or special education liaison and try to work out the issues together. If you feel that the problem is still unresolved, or you are uncomfortable working directly with those individuals, feel free to reach out to your child's principal, assistant principal, or counselor. If the issue is still unresolved or you would prefer to speak to someone outside of your child's building, please feel free to contact Johnny Cole, Director of Equity and Student Supports (jcole@lexingtonma.org), the Superintendent of Schools, or the School Committee.

Adopt-A-School Campaign

Are you looking for ways to help others during this time of need? In Lexington, we are blessed to have schools with adequate resources to meet the needs of our diverse student body. Not every public school system in Massachusetts or in the nation is as fortunate. Urban school systems struggle mightily for resources to meet the most basic needs of students. The competition for Personal Protective Equipment (PPE) should be a concern for all. We have a collective responsibility for the education of every child in the Commonwealth of Massachusetts and in this nation. During the chat sessions, one of our educators suggested that we start an "Adopt-A-School" program to address this issue. We plan to "do our part" by launching an "Adopt-A-School" campaign to collect donated items for public school students in need. Stay tuned for more information!

OPPORTUNITIES FOR REFLECTION, MID-COURSE CORRECTION, NEXT STEPS

As public school educators, the rate of change we have experienced in the last three months or so is probably greater than the rate of change school systems have seen in the last two decades. Now, more than ever, we are going to need to be patient, suspend disbelief, trust, and open our hearts and

minds to one another's perspectives. With more changes on the horizon, and the implementation of new systems and models of teaching and learning in the fall, we are building in opportunities for conversation and mid-course corrections from the outset. Principal Chats and the Superintendent Chats will be offered on a regular basis to elevate the voices of students, staff, and families who are experiencing new ways of teaching and learning, to hear what is working well and what needs work, and to problem-solve together. The input you have provided during the past three months has been invaluable, and we want to continue to hear and learn from you!

Coming soon: a detailed timeline of action items and next steps.

APPENDIX A

School Re-entry Frequently Asked Questions

1. What are the expectations for learning in a *remote setting*?

It is expected that students will complete all assignments and attend any synchronous lessons during their remote learning week so they are prepared to participate in the hands-on lessons the following week. All teachers - academic and specials - will be assessing student progress and report cards will be issued for each term.

Regarding K – 5 specialist grades for June 2020, we re-evaluated the match between the nature of instruction that occurred in these subject areas and our modified report card for K-5 this past June. Because we so highly value the teaching and learning that occurs in these subject areas and because we also wanted to be fair to your children, we realized that giving grades for these areas would serve neither of those purposes at that time. Consequently, we did not assign grades to K-5 students for Music, Art, Band, Strings, Physical Education or Health for the June 2020 report card. We are very happy to report that we are returning to assigning grades in all of these subjects beginning this fall.

2. How often can I expect my child to participate in synchronous (live) sessions during remote weeks in the Hybrid Learning model?

*Students will be participating in synchronous (live) sessions throughout the day in a remote setting, but not constantly throughout the day. The synchronous sessions will also be led by a variety of educators and for a variety of purposes. Your child's teachers may have scheduled times during the week where students who are working remotely join the in-person group for selected activities. The expectation is that students are working without constant classroom teacher support, but they may sometimes be working in small group live sessions with other educators (e.g. special educators, ELL educators, Librarians, specialists, counselors, math coaches, literacy specialists...) as appropriate. Our goal is to provide the support students need, the connections to the entire class of students while maintaining enough flexibility to make it work for families at home. **You should expect a minimum of two (2) synchronous sessions of some kind per day while in a remote setting for all grades PK - 12.***

3. What are the expectations for learning in an in-person setting?

It is expected that students will complete all in-class and homework assignments. As with learning in a remote setting, All teachers - academic and specials - will be assessing student progress and report cards will be issued for each term.

Regarding K – 5 specialist grades for June 2020, we re-evaluated the match between the nature of instruction that occurred in these subject areas and our modified report card for K-5 this past June. Because we so highly value the teaching and learning that occurs in these subject areas and because we also wanted to be fair to your children, we realized that giving grades for these areas would serve neither of those purposes at that time. Consequently, we did not assign grades to K-5 students for Music, Art, Band, Strings, Physical Education or Health for the June 2020 report card. We are very happy to report that we are returning to assigning grades in all of these subjects beginning this fall.

4. How is the day structured in a remote setting?

Students will receive the learning plans and activities the Friday preceding the remote learning week. Suggested times to complete each activity will be noted by the teachers on the remote learning plans. A combination of asynchronous (not live) and synchronous (live) lessons, activities, and support will be provided for students. Families will have the flexibility to pace their child's day to fit their schedule with the exception of common Daily Morning and Daily Closing Activities. Your child's teachers may have scheduled times during the week where students who are working remotely join the in-person group for selected activities. The expectation is that students are working without constant classroom teacher support, but they may sometimes be working in small group live sessions with other educators (see below)

5. How is the day structured in an in-person setting?

Students at the school will follow their assigned class schedule for academic classes, specials, as well as lunch (and recess at the PK-5 level). Counseling needs will be determined based on individual and group needs across both remote and in person learning environments.

6. Who is my child working with in a remote setting?

The bulk of remote work is designed to allow students to work independently. They will be challenged but not frustrated. Students may also be supported and taught by a variety of educators (e.g. special educators, ELL educators, Librarians, specialists, math coaches, literacy specialists...) as appropriate. Counseling needs will be determined based on individual and group needs across both remote and in person learning environments.

7. Who is my child working with in an in-person setting?

Classroom teachers are working with these students in person in the classroom along with other educators as appropriate

8. What does learning look like in a remote setting? What is the purpose of remote learning activities?

These lessons and activities are designed to introduce students to the work they will do the following week during their in-person week (e.g., reading/activities to introduce content and

skills, watching taped lessons or other videos, academic support, ELL language support, practice of skills).

9. What does learning look like in an in-person setting, and what is the purpose?

Students attend their regular academic subject areas and specialist subjects. Hands-on learning and application of skills are a primary focus of the instructional activities, and projects, workshop model learning are often used as well. Assessments (formal and informal) will be given during in-person learning. In addition, on Half-Day Thursday's the focus of the learning shifts to strongly highlight student voice and choice projects, presentations, culminating activities, Big Backyard at the elementary level, and a general focus on joy in learning and socialization/relationship building.

10. When we return to school in the fall, will students earn Pass/Fail or traditional grades?

Students at all grade levels will receive traditional grades beginning in September 2020. The grading systems used in June 2020 were temporary in nature. Beginning with the first marking period, Grades K-2 will use a modified Standards Based Report Card (SBRC). Grades 3 - 5 will use their regular SBRC. Grades 6 - 8 will be using a newly developed SBRC. LHS will return to traditional grades.

11. Families need time to plan. When can I expect to receive instructional materials for my child?

All teachers will be sharing assignments for the following week on the preceding Friday. Half-Day Thursdays are planning days. The purpose of these days is for teachers to plan for the Friday deadline and conduct parent/family outreach and student support. No other staff meetings should be scheduled on Half-Day Thursdays.

12. What type of feedback can I expect my child's teacher to provide on both remote and in-person assignments?

Feedback during Spring 2020 was primarily designed to provide contact and communication, communication, communication with students and to support them from a social-emotional standpoint during a very trying time for all members of the LPS Community. Beginning this fall, while supporting students will still be an important part of the process, feedback will also include a focus on academics.

In terms of the format of feedback, it will vary. You can expect to see everything from traditional written comments to emails to video messages and everything in between. Regardless of the format of the feedback, you can expect to see specific, meaningful and timely feedback that let's students know where they did well and why, as well as what they need to focus on to grow.

Lastly, some teachers will be working in coordinated teams to plan and deliver content and instruction, so your child may find that they are getting feedback from a variety of teachers for the same content area. If this is the case, please know that every teacher involved in those teams will be on the same page. It is also a wonderful way for teachers to get to know all of the students on a team.

13. What is 'flipped learning'? Why have you decided to use this model?

"Flipped Learning" is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter'.

"Flipped Learning" is particularly well-suited to a remote learning environment. The form of interaction between students and teachers is designed to be technology based - video lessons, on-line readings and resources, interactive and engaging software to name a few - as the students preview information, make conjectures, and learn the basics they need to know so that when they are in the classroom they are ready to engage in higher order thinking about concepts.

14. Will my child be sharing materials and instructional resources with other students?

We will limit sharing and assign each student materials that they alone will use. We may need to rely on parents helping to supply some of these materials. Library materials, textbooks and the like and other items must be wiped down or left dormant for about 3 days before they can be safely handled. Depending on the surface material it appears the virus only survives for a relatively short time. This is primarily a respiratory virus, so that is the major concern for transmission.

One of the many advantages of the Hybrid model is that it keeps the same group of students together for a week, with a break between for cleaning and sanitizing. Our educators PK-12 are working on ways to create 'kits' for students where possible for students to use individually - both for the Hybrid model and the RLA model. In many cases we utilize e-textbooks, so the need to handle actual textbooks is reduced to some extent.

15. How will classrooms be set up to maximize safety for students and staff?

Classrooms will be set up according to the guidance established by CDC and our local health authority. Using these guidelines we will establish adequate space for both staff and students to occupy classrooms and other instructional space to maximize safety, which will include, setting desks up in rows, limiting the number of staff and students in each space, maximizing the distances between student desks and between staff members in each classroom, and equipping each space with the proper PPE to safely allow student-teacher engagement.

16. How will my child be assessed?

Traditional assessments will continue to be given as they were under pre-COVID-19 conditions. Students will be in familiar classroom settings under normal circumstances. Screening assessments will also be administered in person. For students participating in the Hybrid model, all assessments will take place during the in-person weeks. For students in the RLA, assessments will include traditional as well as alternative assessments.

17. Will my child have homework?

Yes, students will be assigned homework in keeping with the LPS Homework Policy.

18. What about conferences? Back-to-School nights?

In the past LPS has held remote conferences and back to school nights, and we are in the process of planning for that for all grades PK-12 for this year. More information will be shared as it becomes available.

19. What are the start and end times for students participating in the Hybrid Learning Model? Do students on the Remote Week of the Hybrid Learning Model go to school for the same time as those students on the In-person Week?

Elementary full day schedule: 9:00 - 3:30 with a "Half-Day Thursday" dismissal at 12:30 p.m.

Students who are on the Remote Learning Week are expected to attend all synchronous sessions during the day. Your child will receive a schedule from their teacher each week letting you know those times. The expectation of teachers is that they strive to make these synchronous times as consistent as possible during the week so parents can plan accordingly.

Middle School full day schedule: 8:00 - 2:40 p.m. with a "Half-Day Thursday" dismissal at 11:30 a.m. Students who are on the Remote Learning Week are expected to attend all synchronous sessions during the day. Your child will receive a schedule from their teacher each week letting you know those times. The expectation of teachers is that they strive to make these synchronous times as consistent as possible during the week so parents can plan accordingly.

LHS full day schedule: 8:30 a.m. - 3:10 p.m. with a "Half-Day Thursday" dismissal at 12:00 p.m. Students who are on the Remote Learning Week are expected to attend all synchronous sessions during the day. Your child will receive a schedule from their teacher each week letting you know those times. The expectation of teachers is that they strive to make these synchronous times as consistent as possible during the week so parents can plan accordingly.

20. When will I know whether my child will be participating in the Remote Learning Academy (RLA)?

We anticipate having this information out to parents in August once we have collected information from parent and staff surveys and determined staffing needs.

21. When will I know what my student's schedule is for the Hybrid Learning Model?

We anticipate having this information out to parents in August once we have collected information from parent and staff surveys and determined staffing needs.

22. Is the curriculum the same in the Remote Learning Academy (RLA) and the Hybrid-Learning Model?

The learning standards will be the same in each model.

23. What if my child begins the year in the Hybrid Learning Model but LPS needs to close schools and switch to a fully remote setting? How will the transition be made to fully remote learning?

Educators are developing contingency plans for this eventuality. Should the need arise to close schools and have students in the Hybrid Learning Model switch to fully remote, a model similar to the Remote Week of the Hybrid Model will be used.

24. What is the plan for fall sports?

The State is currently working on this with the Massachusetts Interscholastic Athletic Association (MIAA). We won't have answers until we hear guidance from them.