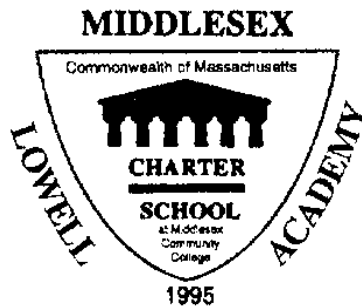


# Lowell Middlesex Academy Charter School Reopening Plan Executive Summary



Summer 2020

# OVERVIEW

---

Lowell Middlesex Academy began planning to re-open school with a feasibility study that included:

- A study of our ability to implement COVID-19 safety protocols;
- A study of our existing facility;
- An inventory of existing IT capabilities and resources;
- Surveys of staff, students, and families.

The results of our feasibility study suggest that the prudent path forward is to begin school year with our **hybrid learning model** with the understanding that our ultimate goal is to open fully in person learning as soon as we can do so safely.

Lowell Middlesex Academy's study included analysis of our ability to implement COVID-19 safety protocols specific to our building.

- Our re-opening planning team chairperson has years of building management experience and he has a specific and extensive expertise in complex HVAC systems.
- Additionally, all classrooms have been retro-fitted to accommodate student and teacher desks distanced between 3 to 6 feet apart.
- All classrooms, meeting rooms and offices are equipped with plexiglass shields.

Surveys of staff, students, and families indicate that they agree that a hybrid instructional model is viable for the LMACS community.

Lowell Middlesex Academy has been aggressively seeking grant funds to support remote students with appropriate computer devices and connection to the internet to ensure both access and equity to high quality instruction. We are confident that all students will have equal access to learning.

Findings from our study informed the guidelines for a safe LMACS reopening.

- Lowell Middlesex Academy teachers and staff think our students are best served by time in school with counselors, teachers, and peers.
- A hybrid model will allow students to be split into two cohorts and attend on-site in a safe environment.
- Unless public health conditions worsen to the degree that it is impossible to continue the hybrid model with an in-person scenario, all staff will work on site Monday and Tuesday with cohort A and on Thursday and Friday with cohort B. On Wednesdays, all students and staff will work remotely while the school building is cleaned.
- Lowell Middlesex Academy is ultimately, planning for and looking forward to a full, in-person program with all safety precautions in place.

**Given our current status and the status of infection rate in the Lowell area, a hybrid learning model is the best option for Lowell Middlesex Academy to start the school year. Our ultimate goal is opening for full in person learning as soon as we can do so safely.**

Lowell Middlesex Academy's goal is to bring all students back for full in person learning as soon as it is safe to fully re-open. We are also committed to staying open, because we believe it is best for our students' health and well-being. We will begin the year with a hybrid with two cohorts of students. Students will be assigned to cohorts to maintain the recommended physical distancing and provide the lowest teacher/student ratios and provide the highest quality and individualized instruction.

When we return to full in person operations, Lowell Middlesex Academy's in person learning plan will leverage the existing blended, competency-based asynchronous learning model which is the instructional foundation of Lowell Middlesex Academy's personalized approach to high school, and which was in place before COVID-19. At Lowell Middlesex Academy, students move through the core academic curriculum at their own pace, and teachers act as active facilitators, coaches, and advisors, designing strategies and interventions suited to each student's individual needs, such as one-on-one support or a mini-lesson to a subset of students. The flexibility built into this model provides the foundation for an effective return to fully in person operations when our school community is ready.

The following section provides a description of the three re-opening models that were developed to guide us through the 2020-2021 school year. LMACS will begin the 2020-2021 year using a **hybrid model**: a combination of in-person and remote instruction. Should health/infection conditions change as the year progresses, LMACS is fully prepared to respond by adopting an in-person or fully remote model to meet changing conditions.

# Lowell Middlesex Academy Charter School Reopening Models: In-person, Hybrid, Remote

## LMACS IN-PERSON LEARNING MODEL

---

*In the LMACS in-person learning model, students receive in-person instruction full time in a school environment that has been appropriately modified to address **health and safety requirements** issued by DESE.*

- The LMACS school building has been professionally cleaned several times over the shut-down period. And will continue weekly once students return.
- All unnecessary furniture has been removed from classrooms.
- Hand sanitizer is available in all classrooms and hallways.
- Plexiglass barriers are available in all classrooms and offices.
- Bathrooms have been modified to ensure students will be separated by 3 feet.
- Masks will be required and will be provided to all students. Gloves will be available.
- Temperatures will be taken daily.
- A “sick room” has been identified should a student arrive with symptoms or become sick during the school day.

*In the LMACS **in-person learning** model students receive in-person instruction full time using traditional methodologies as well as technology enhanced programs and methodologies for homework time when students are not on campus.*

- All students will be provided a Chromebook to take home and leave at home to work remotely for homework.
- Students will be required to work on their studies at home using the Chromebook.
- Student schedules will be modified. Students will attend **Monday through Friday from 8:30 AM to 12:30 PM** and end with a “grab and go” lunch.
- Schedules will be developed to create cohorts and enable flexibility in moving safely about the building.
- LMACS has purchased G-suite for Google Classroom learning.
- Tutoring will be available in special tutoring rooms at school and during remote tutoring sessions.
- Additionally, remote or in-person social/emotional support will be available to all students.
  - We will be able to accommodate students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time. During the shut-down, LMACS was able to develop a pedagogically sound on-line curriculum that will operate parallel to the in-person model.
  - High Needs students will be served in-person full time or through a hybrid model.
  - Structured Learning Time (as defined by DESE) requirements will apply to remote learning as well as for the in-person and hybrid models.

**To support this, LMACS has purchased:**

1. Professional Development for teachers to ensure quality remote instruction;
2. Vetted educational materials to enhance teacher-prepared courses;
3. G-suite to ensure full capability of Google Classroom;
4. Chromebooks for all students;
5. Hotspots where needed;
6. Video cameras to enhance and personalize remote instruction.

**Additionally:**

1. LMACS will use the attendance model created during the shutdown;
2. LMACS data analysis team will continue to track data and provide analysis of attendance, student progress in courses (participation) as well as progress toward graduation;
3. Advisors and social workers will monitor students to ensure their safety, living arrangements and access to food. Additionally, remote or in-person social/emotional support will be available to all students.
4. ALL LMACS courses are aligned to state standards;
5. LMACS teachers have developed and adopted rubrics to assess student learning and grade student assignments;
6. Part-time SPED teachers, in addition to a fulltime SPED staff ,will provide student support via ZOOM, telephone, email and text;
7. Advisors will continue the LMACS requirement to check-in with families on a bi-weekly basis including translators as needed;
8. SPED meetings will be scheduled via ZOOM conference as they were successfully tested during our initial shutdown;
9. Professional develop programs for teachers will continue remotely in the LMACS remote model.

LMACS will rely primarily on Google Classroom to deliver instruction, in-person, hybrid, or remote models. To enhance our ability to deliver top quality instruction, LMACS has purchased a new domain to enable G-suite technology. LMACS has appropriate content and pedagogical expertise in its current staffing model.

LMACS is supported by the Middlesex Community College IT department. Additionally, LMACS has purchased Achieve3000 to enhance literacy in ELA, math and science and is contracting with experts through CatalystEd for state-of-the-art curriculum and instructional materials and the requisite professional development.

## LMACS HYBRID LEARNING MODEL

---

*In the LMACS hybrid learning model, students will alternate between in-person learning with safety requirements (described above) and remote learning with enhanced teaching and learning methodologies and pedagogical approaches.*

Students will be assigned Chromebooks to take home to use when working remotely. In the interest of safety, students will NOT transport their Chromebooks back and forth to school. But rather, they will use their Chromebooks at home and they will use LMACS devices located in classrooms for in-person learning.

LMACS is purchasing new teaching/learning products designed for remote learning and products that will link instruction given in-person and instruction designed for remote instruction. Teachers will participate in appropriate Professional Development. Tutoring is designed for both in-person and remote models/pedagogies.

### Sample Schedule

<b>Days</b>	<b>In-person</b>	<b>Remote</b>
Monday-Tuesday	Group 1	Group 2
Wednesday		Groups 1 and 2
Thursday-Friday	Group 2	Group 1
	8:30 to 12:30 grab and go lunch	8:30 – 12:30/on demand
Students will be assigned to either Group 1 or Group 2 and will attend in-person classes 2 days a week either Monday and Tuesday or Thursday and Friday. Students will learn remotely the remainder of the week with specific assignments and zoom meetings scheduled with their teachers.		

As in the in-person model described above, we will be able to accommodate students whose families have decided to continue in a remote learning model while the rest of the school reopens implementing a hybrid model. During the shut-down, LMACS was able to develop a pedagogically sound, on-line/remote curriculum. Additionally, remote or in-person social/emotional support will be available to all students.

Conversely, High Needs students and their families may still opt to participate in full-time in-person instruction to ensure effective accommodations. All safety modifications for in-person learning are described above.

## LMACS REMOTE LEARNING MODEL

---

*In the LMACS reopening plan, remote learning will be the default mode of instruction for all students, though some High Needs students may still be served in-person full time or through a hybrid model.*

Structured Learning Time (as defined by DESE) requirements will apply to remote learning as well as for the in-person and hybrid models.

### **To support this, LMACS has purchased:**

1. Professional Development for teachers to ensure quality remote instruction;
2. Vetted educational materials to enhance teacher-prepared courses;
3. G-suite to ensure full capability of Google Classroom;
4. Chromebooks for all students;
5. Hotspots where needed;
6. Video cameras to enhance and personalize remote instruction.

### **LMACS will continue:**

- the attendance model created during the shutdown;
- the data analysis model designed by the team to track data and provide analysis of attendance, student progress in courses (participation) as well as progress toward graduation.

### **Additionally:**

- Advisors and social workers will monitor students to ensure their safety, living arrangements and access to food. Additionally, remote or in-person social/emotional support will be available to all students;
- ALL LMACS courses are aligned to state standards;
- LMACS teachers have developed and adopted rubrics to assess student learning and grade student assignments;
- Part-time SPED teachers in addition to a fulltime SPED staff will provide student support via ZOOM, telephone, email and text;
- Advisors will continue the LMACS requirement to check-in with families on a bi-weekly basis including translators as needed;
- SPED meetings will be scheduled via ZOOM conference as they were successfully tested during our initial shutdown;
- Professional develop programs for teachers will continue remotely in the LMACS remote model.
- LMACS will rely primarily on Google Classroom to deliver instruction. To enhance our ability to deliver top quality instruction, LMACS has purchased a new website to enable G-suite technology.
- LMACS has appropriate expertise in its current staffing model.

- LMACS is supported by the Middlesex Community College IT department.
- LMACS has purchased Achieve 3000 to enhance literacy in ELA, math and science and is contracting with experts through CatalystEd for state-of-the-art curriculum and instructional materials and the requisite professional development.