



Dear LABBB Community:

We submitted our plans for students to return to school in the fall. Our mindset from the beginning was to have our students return to school everyday, but we realize that this will need to be fluid and we may need to make changes at any time due to any unforeseen circumstances.

LABBB has programs located in 15 different Elementary, Middle and High School buildings with over 33 classrooms hosted by our five member districts. All our member districts have been incredibly supportive and included LABBB in all communications as we work through this planning. LABBB students are also part of the ICEI program at Middlesex Community College and approximately 60 LABBB students also work each day at our 20 different community sites through our Transition Department. While some unanswered questions remain, the plans outlined below take into consideration all current information as we continue to gather additional information.

As a provider of educational services to students with disabilities who are all on IEPs, most, if not all, of our students would be considered to have significant and complex needs as defined by the Department of Elementary and Secondary Education (DESE). All our proposed models were drafted keeping in mind the significant learning challenges our students face. LABBB also has a small group of students for whom English is a second language. The daily activities, both in-person and hybrid/remote will take their specific learning needs into account. When made aware of any situations facing families who are economically disadvantaged, LABBB will put any necessary accommodations in place as needed or work with the sending school district to ensure that family needs are addressed. This occurred during the spring and will continue as we move into the fall of 2020.

Running our summer extension program in-person the first two weeks in August, gave us an opportunity to implement our new protocols for in-person services. We prepared our classrooms, administered staff training in all needed areas, and instituted our protocols. This experience provided us with important data regarding how to ensure safety for both students and staff and prepare each of our classrooms for returning to in-person instruction in the fall in the most successful way.

After this initial experience with in-person instruction, our Return to School team agreed that all our programs should return with an in-person model, five days per week for four hours per day.

A subsequent attempt to open another site for in-person services for the end of August was put on hold because we learned that although the classrooms passed air quality tests, the required filters for the HVAC system were not delivered in time for us to begin. As we look at reopening in the fall, we

understand that we will need confirmation that all our spaces have passed ventilation and air quality tests.

In an effort to gather as much information as possible for our return to school planning, we sent out a survey to all of our parents and staff. Approximately 80% of our parents who responded to the survey said they would send their student to school if we were in-person or hybrid models. DESE , in their Initial Fall Guidance document and Additional Guidance document, stresses that students with significant and complex needs should be prioritized for in-person services. As stated above, most, if not all, of our students fall into this category.

LABBB's goal is to return with an in-person model, 4 hours per day, Monday-Friday. (See Plan 1 below) LABBB programs are located in 15 different public-school buildings in Lexington, Arlington, Burlington, Bedford, and Belmont, therefore this model may not be reasonable for all of our 15 buildings and 33 classrooms. This would depend on whether the size of the classroom could accommodate the social distancing guidelines based on the number of students returning and the number of staff required. For classes that cannot accommodate all students while meeting the guidelines, we would move to Plan 2 which is a hybrid model. Below is a description of each of the three models districts were required to submit to DESE including in-person, hybrid and remote models.

In-Person Return

Returning to in-person services is contingent upon confirmation by the host district/school that our space meets all air quality and ventilation requirements to safely occupy.

LABBB envisions that in-person services would begin with four hours per day, Monday through Friday. Students would arrive at 8:00 and leave at 12:00. The scheduled learning time would be dedicated specifically to IEP services and curriculum and would not include a lunch break. If it is available at the school, parents would have the option of purchasing/receiving a bagged/boxed lunch for their child to take home with them.

LABBB would work directly with families to prioritize the services and instruction provided during the four hours of in-person learning and discuss how services may look different based on each model. Any services that did not get addressed during in-person time, would be provided in a remote format. LABBB anticipates increasing in-person hours as it is deemed appropriate.

When students return, they will notice that their classroom space looks different. The furniture will likely be rearranged and there may be markings on the floor and signs around the classroom sharing and reminding students of the new rules to help keep them safe while at school. LABBB will share all our new protocols with families by the end of August. This will give families a chance to review the new systems with their child. LABBB also anticipates opening classrooms to families (the student and one parent) at scheduled times before the start of school on September 15th. This will allow students to see the changes to the space, learn about the new rules, and reacquaint with staff prior to returning to in-person services.

While LABBB's preference is to have all students come back to in-person learning, we understand that some families may opt to keep their child home and continue to engage in remote learning. This will

look different than it did last spring. Students may be live streamed into some classes that are happening in-person. When this is the case, LABBB will have a designated staff person whose role it is to ensure that all students “Zooming” into the class are engaged and can see, hear, and participate in what is happening in the classroom. Students who are remaining remote will also be provided with a weekly schedule that provides days and times of streamed lessons, other Zoom sessions (not streamed), and asynchronous lessons such as prerecorded lessons and independent learning assignments.

Hybrid Model

While we are planning for most of our classrooms to offer in-person learning, if a classroom cannot meet the in-person social distancing requirements based on the number of students returning, we would move to plan 2 for this specific classroom and split our students into 2 cohorts. During week 1, Cohort A would attend in-person Monday through Wednesday from 8:00 - 12:00 and Cohort B would attend Thursday and Friday from 8:00 - 12:00. On week 2, Cohort A would attend in-person on Thursday and Friday, while Cohort B would attend from Monday through Wednesday. Weeks would continue to alternate accordingly such that each cohort would attend 3 days in-person every other week and 2 days in-person on opposite weeks.

As the in-person times will start at four hours per day, on days when students are scheduled for in-person services, they will also receive asynchronous remote learning activities in which to participate in the afternoons. This will help ensure that students are receiving their full IEP services and access to the grade level curriculum.

On the days that students are scheduled to receive remote learning, the students may attend some synchronous learning during the 8:00 - 12:00 block via live streaming into the classroom. These opportunities would be scheduled ahead of time and appear on the student’s weekly remote learning grid. These opportunities would be facilitated by a designated person within the classroom to ensure that all students “Zooming” into the class are engaged and can see, hear, and participate in what is happening in the classroom. The teaching and related service staff will also provide asynchronous learning activities in which the students will be expected to participate between 8:00 - 12:00 when their cohort is not attending in-person learning. Then they will receive remote synchronous instruction in the afternoons between 12:30 - 2:30 with direct instruction from teaching staff and/or related service staff.

Students opting to remain completely remote may be live streamed into some classes that are happening in-person. When this is the case, LABBB will have a designated staff person whose role it is to ensure that all students “Zooming” into the class are engaged and can see, hear, and participate in what is happening in the classroom. Students who are remaining remote will also be provided with a weekly schedule that provides days and times of streamed lessons, other Zoom sessions (not streamed), and asynchronous lessons such as prerecorded lessons and independent learning assignments.

Sample schedule.

Cohort A Week 1

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------|-----------------------|-----------------------|------------------------------|------------------------------|
| In-person | In-person | In-person | Remote Asynchronous Learning | Remote Asynchronous Learning |
| 8:00 – 12:00 | 8:00 – 12:00 | 8:00 – 12:00 | 8:00 – 12:00 | 8:00 – 12:00 |
| Asynchronous Learning | Asynchronous Learning | Asynchronous Learning | Synchronous remote learning | Synchronous remote learning |
| 1:00 – 3:00 | 1:00 – 3:00 | 1:00 – 3:00 | 12:30 – 2:30 | 12:30 – 2:30 |

Cohort B Week 1

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------|------------------------------|------------------------------|-----------------------|-----------------------|
| Remote Asynchronous Learning | Remote Asynchronous Learning | Remote Asynchronous Learning | In-Person | In-Person |
| 8:00 – 12:00 | 8:00 – 12:00 | 8:00 – 12:00 | 8:00 – 12:00 | 8:00 – 12:00 |
| Synchronous remote learning | Synchronous remote learning | Synchronous remote learning | Asynchronous Learning | Asynchronous Learning |
| 12:30 – 2:30 | 12:30 – 2:30 | 12:30 – 2:30 | 1:00 – 3:00 | 1:00 – 3:00 |

Remote

From March through June 2020 as well as during our extended school year program, LABBB provided a mix of synchronous and asynchronous learning to all students in a remote format. Teachers provided a weekly remote schedule to parents/students that included days and times for scheduled Zoom sessions as well as a variety of other educational activities that might include links to pre recorded lessons, online assignments, and attached activities. As the weeks of remote learning went on, our staff continued to develop new ways of teaching remotely to help engage students and worked to provide more synchronous learning opportunities. Depending on the student’s learning profile, many teachers offered individual Zoom lessons multiple times per day or week. To keep students engaged and connected to their peers, opportunities for both whole group and small group lessons and activities were also offered. This experience provided a great foundation to build upon should we need to transition to a fully remote plan in the future. In addition, both the parent and staff surveys gathered information about what people felt worked well during the spring remote learning as well as areas where we could improve the experience.

If remote education needs to occur again, LABBB will ensure that all students’ weekly schedules provide a full complement of IEP services as well as access to academic content that provides new learning. Students will be expected to engage in the remote services and activities offered with the goal of learning new content, developing new skills, and making progress toward attaining IEP goals and objectives.

While a remote education is not ideal for any of our students, for some students it was not effective

given the level of individual direct support they require to engage in learning activities and related services. For these students, LABBB will look to partner with the sending school district and family to decide on ways to best provide instruction and related services to these students, which may include in-home services where possible.

LABBB is prepared to continue to offer a robust remote education if that becomes necessary based on state guidelines and recommendations.

PLAN 1
(IN-PERSON, Monday-Friday, 4-hour day)

| Programs | Host District | Staff Start Date | Student Start Date | School Start Time | School End Time | Days | |
|-----------------------------------|-------------------------------------|------------------|--------------------|-------------------|-----------------|-------------------|--|
| Butler Elementary | Belmont (2 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Wellington Elementary | Belmont (2 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Fox Hill Elementary | Burlington (3 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Francis Wyman Elementary | Burlington (2 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Memorial/Preschool Elem. | Burlington (3 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Chenery Middle | Belmont (3 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| John Glenn Middle | Bedford (1 classroom) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Ottoson Middle | Arlington (1 classroom) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Ottoson Middle Therapeutic | Arlington (2 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Arlington High | Arlington (3 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Bedford High | Bedford (2 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Belmont High | Belmont (1 classroom) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Burlington High/Career Directions | Burlington (3 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |
| Lexington High | Lexington (8 classrooms) | August 31 | September 15 | 8:00 am | 12:00 pm | Monday -Friday | |

PLAN 2
(HYBRID, 4-Hour Day, Follow Host District Plan A/B)

| Programs | Host District | Staff Start Date | Student Start Date | Start Time | End Time | | |
|--------------------------------------|-------------------------------------|-------------------------|---------------------------|-------------------|-----------------|--|--|
| Butler Elementary | Belmont (2 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Wellington Elementary | Belmont (2 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Fox Hill Elementary | Burlington (3 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Francis Wyman Elementary | Burlington (2 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Memorial/Preschool Elem. | Burlington (3 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Chenery Middle | Belmont (3 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| John Glenn Middle | Bedford (1 classroom) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Ottoson Middle | Arlington (1 classroom) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Ottoson Middle Therapeutic | Arlington (2 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Arlington High | Arlington (3 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Bedford High | Bedford (2 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Belmont High | Belmont (1 classroom) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Burlington High/Career Directions | Burlington (3 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |
| Lexington High | Lexington (8 classrooms) | August 31 | September 16 | 8:00 am | 12:00 pm | | |

PLAN 3
(HYBRID, Regular Hours, Follow Host District Plan A/B)

| Programs | Host District | Staff Start Date | Student Start Date | Start Time | End Time |
|-----------------------------------|-------------------------------------|-------------------------|---------------------------|-------------------|-----------------|
| Butler Elementary | Belmont (2 classrooms) | August 31 | September 15 | 8:40 | 2:50 |
| Wellington Elementary | Belmont (2 classrooms) | August 31 | September 15 | 8:30 | 3:15 |
| Fox Hill Elementary | Burlington (3 classrooms) | August 31 | September 15 | 7:55 | 2:00 |
| Francis Wyman Elementary | Burlington (2 classrooms) | August 31 | September 15 | 8:25 | 2:25 |
| Memorial/Preschool Elem. | Burlington (3 classrooms) | August 31 | September 15 | 8:30 | 2:30 |
| Chenery Middle | Belmont (3 classrooms) | August 31 | September 15 | 8:00 | 2:45 |
| John Glenn Middle | Bedford (1 classroom) | August 31 | September 15 | 7:40 | 2:10 |
| Ottoson Middle | Arlington (1 classroom) | August 31 | September 15 | 8:00 | 2:45 |
| Ottoson Middle Therapeutic | Arlington (2 classrooms) | August 31 | September 15 | 8:20 | 3:05 |
| Arlington High | Arlington (3 classrooms) | August 31 | September 15 | 8:00 | 2:45 |
| Bedford High | Bedford (2 classrooms) | August 31 | September 15 | 8:00 | 2:45 |
| Belmont High | Belmont (1 classroom) | August 31 | September 15 | 8:00 | 2:45 |
| Burlington High/Career Directions | Burlington (3 classrooms) | August 31 | September 15 | 8:00 | 2:45 |
| Lexington High | Lexington (8 classrooms) | August 31 | September 15 | 8:00 | 2:45 |