

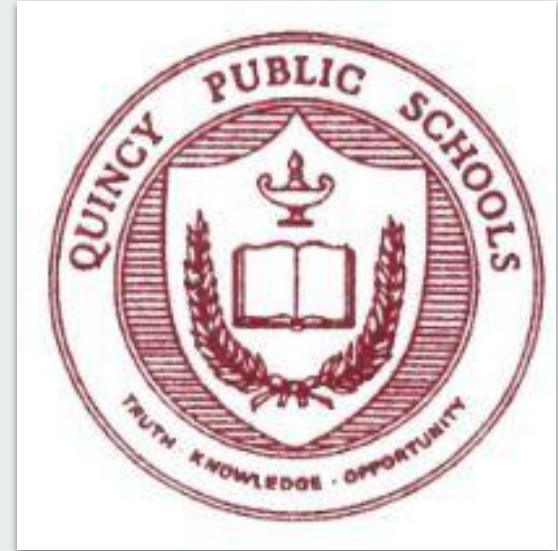


# Quincy Public Schools Reentry Plan

Presented to:

Grades 4 & 5 Parents: August 31, 2020

Grades 1-3 Parents: September 1, 2020





# Reentry Task Force

The goal of the Task Force is to prepare plans/options for reentry into school in September 2020. In addition, the Task Force will continue to work together moving forward to assess current learning models and make improvements/adjustments as necessary moving forward.

All Reentry plans will meet the health and safety guidance provided by the Governor's Office and DESE.

The Task Force includes the following participants: Superintendent of Schools, Members of the Superintendent's Leadership Team, Parent Representatives, Commissioner of the Quincy Health Department, Commissioner of Public Works, Quincy Education Association Representative, Principal Representatives



# Hybrid Learning Model Grades Prek-3

Some face to face in-person learning time and some remote learning time

## Prek-K:

- All prek-k students will be in person half days on Monday, Tuesdays, Thursdays and Fridays
- Cohort A will be the AM session of those days
- Cohort B will be the PM sessions of those days
- One hour cleaning between AM and PM session

## Grades 1-3:

- Cohort A will be in-person Monday and Tuesday, remote Wednesday through Friday
- Cohort B will be in-person Thursday and Friday, remote Monday through Wednesday
- For both cohorts, Wednesday will be remote half day

**Families who are not comfortable sending their students back to school will have the option to choose the remote learning model.**



# Full Remote Learning Model

For students whose families have chose the full Remote Learning option, and currently for all non-high needs students in grades 4-12 remote learning will include:

- Daily schedule will be modeled after a traditional school day
- Synchronous “live teaching” with a QPS teacher
- Asynchronous is a mix of assignments, activities, projects not in front of a live teacher
- Full remote learning model will be a mix of synchronous and asynchronous instruction with as much live teaching as possible



# Full Remote Learning Model

The full remote learning model schedule will include:

- All sections of courses, including electives, at the High School level
- Middle school will follow a typical weekly schedule with core classes and academic programs
- Elementary school student (1-5) teachers will be paired (one teacher for ELA and Social Studies, one teacher for Math and Science) students will receive “live” instruction from both teachers
- Prek/k will receive instruction from 1 teacher for half day sessions (prek 4 days per week, k 5 days per week)
- Art, music, gym, etc will be provided remotely (live instruction)



# High Needs Students

High Needs students Pre-k through Grade 12 will be prioritized for full in person instruction.

High needs students includes:

- Students in substantially separate classes (CARES, Learning Center, PASS, STARS, Language Development, GOALS) will be prioritized for full-time in-person learning.
- Students receiving a combination of special education and related services (PT, OT, Speech)
- English Language Learners of a level 2 fluency or below will also be prioritized for in-person learning.
- Students experiencing homelessness or living in foster care will be prioritized for in-person learning.
- Students with technology/internet issues

The special education team will work with the families of students who receive a combination of special education services and general education services to discuss a plan that meets their individual needs.

**Families who are not comfortable sending their students back to school will have the option to choose the remote learning model.**



# Lunch & Breakfast Procedures

- Students attending school in-person will eat breakfast/lunch in their classrooms
- All snacks and lunches must be nut free
- Students will also eat snack in their classrooms



# Transportation

Due to significant reductions in the capacity of our buses as a result of the health and safety guidelines, families are strongly encouraged to transport their students.





# Mask Procedures

**Masks are currently required for all staff and students in grades 2 and above.**

- Masks are recommended and strongly encourage for students in grades pre-k -1
- Masks will be breaks scheduled throughout the day
- Parents are encouraged to send students in with masks they are comfortable wearing (disposable masks will be available for students that may need them)

Proposed policy before the school committee that all students ages 2 and up wear masks while in school or on transportation with the exception of those with exemptions due to medical concerns or a disability that impacts their ability to wear a mask.



# Medical Waiting Room

- The Medical Waiting Room will be used when a student is presenting with COVID-19 symptoms and they need to be separated
- This space is separate from the Nurse's Office
- Each building will have a designated area for the Medical Waiting Room
- When occupied, the Medical Waiting Room will be monitored by appropriate staff
- Every parent must have pre-planned arrangements should your child become ill at school
- Families need to provide at least 4 emergency contacts of individuals who will be able to pick up their child
- Dismissing sick children in a timely fashion (within 30 minutes) is imperative for the safety of all



# Use of Lockers

In a hybrid model locker use will be restricted at most grade levels.

- Elementary school lockers will not be used
- Middle school lockers will not be used
- High school lockers will be reassigned and reordered (not an alphabetical assignment) and students will have scheduled locker times in order to limit large groups at locker areas



# Attendance

The district will continue to use Aspen to record daily attendance.

Students participating in the remote learning model and in the hybrid model on the remote learning days will also have daily attendance recorded using Aspen.



# Family Communication

As we approach the start of the school year the district will communicate with our families through additional focus groups, parent orientations for the hybrid model and the remote learning model, and parent and student trainings on remote learning technology.

Principals, and teachers will also communicate with families through email, Aspen, and Instant Alert



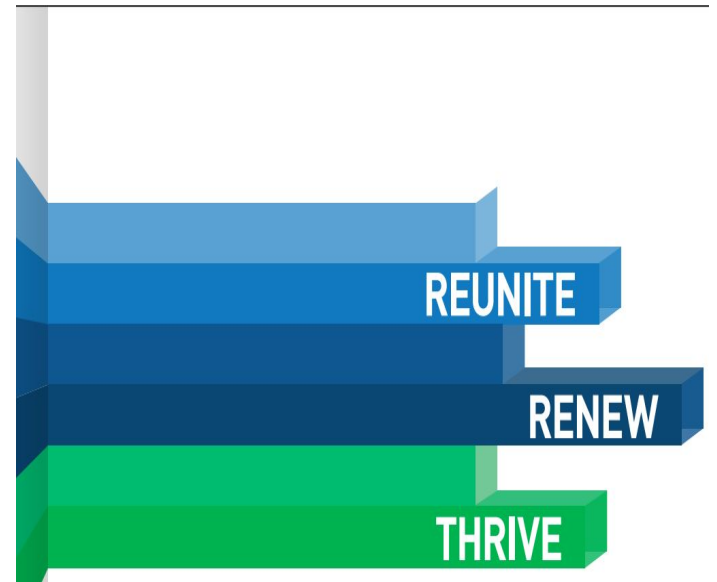
# Social Emotional Supports

Review of of childhood stress, coping and resilience

Recognition and sharing of emotions.

Goal is to diminish the traumatic impact, assist in recovery and bring back a level of healthy academic, social and emotional functioning

Trauma-processing activities, cooperative play, and creative expressive opportunities



# Social Emotional Supports (continued)

Initial Response will be to do the following:

1. Reframe stressful experiences at school (New Normal)
2. Help students identify daily challenges & stressors
3. Provide General Definitions of feelings
4. Explain microorganisms and health protective actions,
5. Identify the emotional reactions in the face of stressful situations, teach coping strategies, create secure foundations and relationships for students to gain support



# Technology Enhancements

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- **Significant Investment in Technology:** Educators, Classrooms, and Infrastructure
- **Funding Sources:** CARES Act, Governor's Office, and MA DESE
- **1,000 Educator Laptops**
- **Chromebook Distribution**
- **Student Email Accounts**
- **500 Wireless Access Points and Service Upgrade (Bandwidth)**
- **Zoom EDU Licenses (Virtual Classrooms)**
- **Verizon Wireless Hotspot Initiative**
- **Professional Development and Trainings for Educators, Parents, and Students** (In-Person, Remote, or Self-Paced Tutorials)
- **IT Technician Assistance and Support:** Additional Technician and Expanded Support Hours
- **Collaborative Initiative:** Mayor Koch's Office, School Committee, City IT Team, QPS IT Team, SLT, Principals





# Assessment

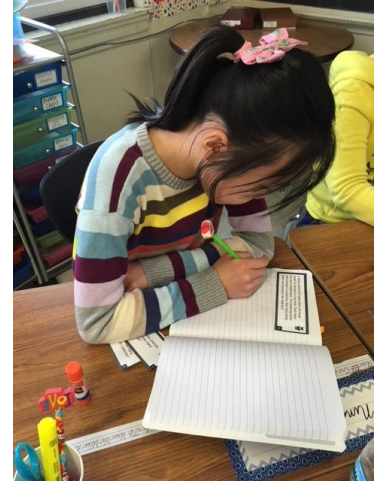
## Assessment and Intervention

PreK-8 educators will implement a number of screenings and benchmark assessments in order to collect baseline academic and growth data in early literacy skills, reading, math and science.

- Kindergarten Screening
- Developmental Reading Assessment (DRA)
- Brigance
- Marie Clay's Observation Survey
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next
- NWEA Measures of Academic Progress (MAP) Benchmark Assessments
- NWEA MAP Skills

English Language Educators will rely on Spring 2020 ACCESS scores and proficiency levels as well as individual student success plans to determine where an English learner may be starting the school year.

At this time, the state is planning for districts/schools to administer MCAS in Spring 2021.



# Professional Development and Training

## Wellness and Social Emotional Support

- Project Adventure Curriculum: Self-Awareness  
Self Management  
Responsible Decision Making Relationship Skills  
Social Awareness
- VISIONS Inc.: Develop/Share common language/framework within which to have challenging discussions and move towards positive change for diversity, equity & inclusion
- Planning Meeting for Implementation of Curriculum and Support Services

## Parents and Guardians

- In person and remote training on the online tools and apps within the QPS Google Suite
- Self paced tutorials will also be available

## Training Opportunities for Staff

- Synchronous online strategies for remote learning
- Google Classroom, Zoom and ASPEN Gradebook
- Curriculum, assessment and pacing realignment for remote learning



# Elementary Sample Hybrid Schedule

Monday Cohort A In Person Day A	Tuesday Cohort A In Person Day B	Wednesday ALL Remote Shorter Class Periods Day C	Thursday Cohort A Remote	Friday Cohort A Remote
45 minutes Attendance, Calendar, Morning Meeting	45 minutes Attendance, Calendar, Morning Meeting	45 minutes Remote Attendance, Calendar, Morning Meeting	45 minutes Remote Attendance, Calendar, Morning Meeting	45 minutes Remote Attendance, Calendar, Morning Meeting
60 minutes English Language Arts and Literacy block	60 minutes English Language Arts and Literacy block	60 minutes (Remote) English Language Arts and Literacy block	60 minutes (Remote) Science	60 minutes (Remote) Science
Mask break 15 minutes	Mask break 15 minutes	15 minutes Snack	15 minutes Snack	15 minutes Snack
45 minutes Writing	45 minutes Writing	60 minutes Math (Remote)	30 minutes Social Studies (Remote)	30 minutes Social Studies (Remote)
30 minutes Lunch/Mask Break/Recess	30 minutes Lunch/Mask Break/Recess	30 minutes Literacy (Remote)	45 minutes English Language Arts and Literacy block (Remote)	45 minutes English Language Arts and Literacy block (Remote)
90 minutes Mathematics	90 minutes Mathematics		Lunch	Lunch
15 minutes Mask Break	15 minutes Mask Break		60 minutes Mathematics (Remote)	60 minutes Mathematics (Remote)
30 minutes Specialist	30 minutes Specialist		10 minute Stretch Break	10 minute Stretch Break
			30-45 minute Specialist	30-45 minute Specialist

# Sample Remote Schedule for Grade 3

Monday	Tuesday	Wednesday	Thursday	Friday
15 minutes, Welcome/ Attendance activity	15 minutes, Welcome/ Attendance activity	15 minutes, Welcome/ Attendance activity	15 minutes, Welcome/ Attendance activity	15 minutes, Welcome/ Attendance activity
75 minutes ELA, Literacy (includes whole and small group work and interventions)	75 minutes ELA, Literacy (includes whole and small group work and interventions)	75 minutes ELA, Literacy (includes whole and small group work and interventions)	75 minutes ELA, Literacy (includes whole and small group work and interventions)	75 minutes ELA, Literacy (includes whole and small group work and interventions)
15 minutes Snack Break	15 minutes Snack Break	15 minutes Snack Break	15 minutes Snack Break	15 minutes Snack Break
75 minutes Math (includes whole and small group work and interventions)	75 minutes Math (includes whole and small group work and interventions)	75 minutes Math (includes whole and small group work and interventions)	75 minutes Math (includes whole and small group work and interventions)	75 minutes Math (includes whole and small group work and interventions)
30 minute Specialist	30 minute Specialist	10 minutes wrap-up	30 minute Specialist	30 minute Specialist
30 minute Lunch/Recess	30 minute Lunch/Recess		30 minute Lunch/Recess	30 minute Lunch/Recess
30 minute Writing	30 minute Writing		30 minute Writing	30 minute Writing
60 minute Science	60 minute Science		60 minutes Social Studies	60 minutes Social Studies
10 minutes wrap-up	10 minutes wrap-up		10 minutes wrap-up	10 minutes wrap-up

# Sample Remote Schedule Grade 5

<b>8:15-8:30</b>	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
<b>8:30-9:40</b>	Period One- ELA OR Math	Period One- ELA OR Math	Period One- ELA OR Math	Period One- ELA OR Math	Period One- ELA OR Math
<b>9:40-9:50</b>	BREAK	BREAK	BREAK	BREAK	BREAK
<b>9:50-11:00</b>	Period Two- ELA OR Math	Period Two- ELA OR Math	Period Two- ELA OR Math	Period Two- ELA OR Math	Period Two- ELA OR Math
<b>11:00-11:30</b>	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>11:30-12:20</b>	Period Four- APT	Period Four- APT	Period Four- APT	Period Four- APT	Period Four- APT
<b>12:20-1:10</b>	Period Five SS OR Science	Period Five SS OR Science	Period Five SS OR Science	Period Five SS OR Science	Period Five SS OR Science
<b>1:10-2:00</b>	Period Six SS OR Science	Period Six SS OR Science	Period Six SS OR Science	Period Six SS OR Science	Period Six SS OR Science
<b>2:00-2:30</b>	SSB (Interventions, Academic Support)	SSB (Interventions, Academic Support)	SSB (Interventions, Academic Support)	SSB (Interventions, Academic Support)	SSB (Interventions, Academic Support)



# Technology Survey

Section 1 of 3

## QPS Fall 2020 Technology Survey, Grades 4-12

Quincy Public Schools is currently planning for the September 16, 2020 re-opening for Grades 4-12 under the full-time remote learning model. Many students in the Special Education and English Learner programs will be offered in-person learning opportunities. Parents and guardians of eligible students will be contacted directly by QPS staff. For more information on the instructional model, please go to: [www.quincypublicschools.com](http://www.quincypublicschools.com).

This form is to request to borrow a QPS Chromebook for use during the 2020-21 school year. Please fill out one form for each student in the family.

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昆西公立学校目前正在计划在全日制远程学习模式下于2020年9月16日重新开放4-12年级。将为特殊教育和英语学习者计划的许多学生提供面对面的学习机会。QPS工作人员将直接联系符合条件的父母和监护人学生。有关教学模型的更多信息，请访问：[www.quincypublicschools.com](http://www.quincypublicschools.com)

该表格用于请求借用QPS Chromebook在2020-21学年期间使用。请为家庭中的每个学生填写一张表格。

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As Escolas Públicas de Quincy estão atualmente planejando a reabertura de 16 de setembro de 2020 para as séries 4 a 12 no modelo de aprendizado remoto em tempo integral. Muitos alunos dos programas de Educação Especial e Aprendiziz de Inglês terão oportunidades de aprendizado presencial. Os pais e responsáveis pelos alunos elegíveis serão contatados diretamente pela equipe do QPS. Para obter mais informações sobre o modelo de ensino, visite: [www.quincypublicschools.com](http://www.quincypublicschools.com)

Este formulário é para solicitar o empréstimo de um Chromebook QPS para uso durante o ano letivo de 2020-21. Por favor, preencha um formulário para cada aluno da família.

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