

Overview of Online Form for Preliminary District Plan Summary due July 31

Please click [here](#) to access the online form to submit your preliminary district plan summary. **The overview below is provided for informational purposes only and should not be used to submit a plan summary.**

Part I: Contact Information, Feasibility Study Results, and Preliminary Reopening Model

District Name(s) ¹	Quincy Public Schools
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1. What were the key findings from your in-person learning **feasibility study**, and what does this imply for the student learning model you may use this fall? Suggested word limit: 300.

After measuring the classrooms and all available spaces, we are unable to accommodate full enrollment under the 6-foot physical distancing model. Using the Classroom Capacity Tool provided by the Department of Education and the 6-foot physical distancing model, our typical elementary classrooms can fit an average of 8-12 students. At the middle school level we are also unable to accommodate full enrollment under the 6-foot distancing model even with the use of alternative spacing. At the high school level our feasibility study determined that we would not be able to accommodate our high school student enrollment using the 6-foot distancing model unless a significant number of students chose to remain remote. Using the 3-foot physical distancing model, 70% of our elementary schools could support their projected enrollment. 30% of our elementary schools would not be able to accommodate their projected enrollment in some classrooms and would need to utilize alternative spaces. The district middle schools are able to accommodate all students in a face to face model using the 3-foot distancing model and alternative spaces throughout the building (gym, cafeteria, library). At the high school level, using the 3-foot distancing model would allow for face-to-face instruction for the current high school enrollment. The district does have concerns regarding our chapter 74 programs and our ability to implement them face to face. In a face-to-face model students would need to share equipment and tools specific for their CVTE program. An additional concern is the district's ability to provide

¹ For collaborative and superintendency union leaders submitting for more than one district, please list all districts.

work-based learning initiatives, including co-ops, clinical placements, internships, etc. requirements in order for our CVTE students to obtain credentials, certifications, and Certificate of Occupational Proficiency.

2. Which **reopening model** within your plan are you leaning towards for the start of the school year? Please select the predominant model for elementary, middle, and high school. (For example, in a plan where the majority of students are coming back in-person full time, a subset of students may continue to learn remotely if needed.) Districts can use the text box below this chart to provide further explanation of their selections, if needed.

Reopening Learning Models

Grade Span	Reopening Learning Models		
	In-person	Hybrid	Remote
Elementary	N	Y	N
Middle School	N	Y	N
High School	N	Y	N

If you would like to provide an additional explanation of the initial reopening model in question 2 above, or if there are additional factors or challenges that you would like us to know, please write those here:

In addition to the space concerns listed above, the district, as well as the Massachusetts Teachers Association and the Quincy Education Association do have significant health and safety concerns with the use of the 3-foot in-person model. After using the Classroom Capacity Tool based-on measurements, we also created mock classrooms to better assess what our students and staff would be experiencing and we feel there are significant health concerns with desks being this close together. Additionally, we have also had experience within our face-to-face summer program of staff testing positive and we feel that we were able to control the spread of COVID-19 by adhering to all of the health and safety guidelines including using the 6-foot model in all of our classrooms.

Part II: Summary of Three Reopening Learning Models

1. **In-person:** Please provide a summary of your plan for how students would return to full-time in-person learning. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

As stated above, in order to accommodate our entire student population any in-person model would need to follow the 3-foot physical distancing model. Using the 3-foot physical distancing model, 70% of our elementary schools could support their projected enrollment. 30% of our elementary schools would not be able to accommodate their projected enrollment in some classrooms and would need to utilize alternative spaces. At the middle school level we would be able to accommodate our current middle school enrollment in all 5 middle schools with some needing to use alternative spaces (gym, cafeteria, and library) in order to accommodate class size. At the high school level we would also be able to accommodate our high school enrollment using the 3-foot model and alternative spaces throughout the building. In order to appropriately social distance at the high school level, this model may require us to focus on core subjects only with electives being online. At all levels children will remain in their classrooms for lunch. Mask breaks and hand hygiene breaks would be scheduled throughout the day. Elementary students would remain in one self-contained group throughout the day. Middle Schools and High Schools would be scheduled into cohorts. At the middle school level, students would remain in the same physical classroom throughout the day and the teachers would rotate into the cohorts per subject. At the high school level, classrooms will be clustered as much as possible so that students will not travel out of designated parts of the building. For example: an ELA, Math, Science, and Social Studies teacher with common groups of students will be located in adjoining or nearby rooms. Students may need to travel outside the cluster for some classes (e.g., electives). Special education and English Language Learner services would be push-in as much as feasible. Substantially separate students would remain together in one group throughout the day and therapies would be provided remotely or through a push-in model. Subjects such as art, music, and gym may occur remotely or on a rotating basis. For example, students at school A receive art for the month of September while students at school B receive music and then the teachers rotate to minimize cross-contamination across schools. As we identified in question 2, we have significant concerns regarding the health and safety of our students and staff using the 3-foot physical distancing model. As a district we are committed to ensuring the health and safety of our students and staff and we do not feel that the 3-foot distance is sufficient given the serious health concerns associated with COVID-19.

- o Will any of your students be learning fully remotely? **Yes**
- o Anticipated percent of students learning remotely **30 %**

2. **Hybrid:** Please provide a summary of your plan for how students would return to school through a hybrid learning model. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

Our Hybrid model will include students returning on a fixed and consistent schedule, either through in-person or remote environments. In order to allow our Hybrid Model to function effectively, teaching would occur in two cohorts. Each cohort would meet 2 consecutive days a week (Monday/Tuesday or Thursday/Friday), and Wednesdays would be 100% remote in order to clean the buildings. Desks would be spaced 6 feet apart and students would have their own set of needed classroom materials.

Remote learning days would feature Google or Zoom Meets and posted assignments available on Google Classroom. Remote Wednesdays would be half days at the elementary level and would feature face to face Google or Zoom Meets with the class in the morning. Wednesdays at the middle school level would be half days every other week and would feature live face to face Google or Zoom meets in the morning and in the afternoons on full day Wednesdays. At the high school level, Wednesdays would be a half day once per month and would feature face to face Google or Zoom meets before and after lunch, with the exception being the half day each month.

Students attending school on in-person days in elementary school would remain in a self-contained group throughout the day. In middle school and high school, students would remain in cohorts. At the middle school level, teachers will rotate in and out of classrooms bringing the materials they need with them (laptop, dry erase markers, etc.). At the high school level classrooms will be clustered as much as possible so that students will not travel out of designated parts of the building. For example: an ELA, Math, Science, and Social Studies teacher with common groups of students will be located in adjoining or nearby rooms. Students may need to travel outside the cluster for some classes (e.g., electives). At all grade levels, lunch would be eaten in a classroom.

Masks will be required at all times for students in grades 2 and above and strongly recommended in Pre-Kindergarten through grade 1. Mask breaks would be scheduled at staggered times throughout the day.

Special Education and English Language Learner education would be done through a push in model as much as feasible. Electives such as art, music and gym would be done remotely or through a push in model.

Pre-Kindergarten and Kindergarten students would attend four half-day in person sessions, with the exception of Wednesdays for cleaning. An hour in between sessions would be used for extensive cleaning.

A separate Nurse's station for students displaying COVID-19 symptoms will be set up. Access to windows to allow for fresh airflow should be a priority in designating this space.

- 3. Remote:** Please provide a summary of your plan for remote learning as the default model of instruction for all students. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

The district remote instruction would be live synchronous instruction with a mix of asynchronous assignments. The day would be modeled after a traditional school day. At all grade levels, social-emotional support and check-ins will be built into the schedule. At the elementary school level in grades 1-5, teachers would be paired together with one teacher (A) teaching English Language Arts and Social Studies and one teacher (B) teaching Mathematics and Science. Both teachers A and B would be assigned a homeroom of approximately 20 students. The students would log on to this home room in the morning and complete morning work such as calendar and circle time activities. Teacher A, after completing morning work with their students, would then teach either English Language Arts or Social Studies, while Teacher B is simultaneously teaching their homeroom students in Math or Science. The teachers would then switch groups. It should be noted that the teacher will switch between Google Meets, not the students. The students will remain in the same Google Meet for the entire day. These two teachers will continue with this model for all subject areas. Specialist classes such as art, music and gym will also be scheduled and provided live Google sessions. The art, music and gym teacher will also use the homeroom teacher’s Google Meet link so that the students can remain in the same virtual classroom throughout the course of the day. Literacy, special education and english language education will be provided through the use of breakout rooms or a separate Google Meet at a predetermined time in the schedule.

At the middle school level, students will follow a similar model but see all of their teachers. Students will see 5 academic teachers throughout the course of the day (Math, Science, Social Studies, ELA, Reading *grades 6-7* or Spanish *grade 8*). Specialist classes such as art, music, gym, etc. will also rotate in live sessions throughout the week. Special education and english language education will occur through the use of break out rooms or a separate Google Meet or Zoom session.

At the high school level, in a fully remote model all sections of courses will run on a remote schedule. Sections meet synchronously for some days of the week. Asynchronous activities will be completed on the other days.

In Pre-Kindergarten and Kindergarten, students will be assigned one teacher for live synchronous instruction using a half-day model. Specialist teachers such as art, music and physical education will also provide live lessons each week. Special education, english language education, reading intervention and math intervention services will also be provided via live instruction through the remote model.

At all grade levels, students will have breaks for lunch, snack, bathroom and stretch breaks throughout the day.

4. **High needs students:** Please provide a summary of how students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students will be supported within each of the three reopening models. Suggested word limit: 400.

High needs students will be prioritized for in-person instruction as much as possible. In all three models, substantially separate programs will run in-person classrooms every day.

In the in-person model, all high needs students including special education, economically disadvantaged and english language learners will return to in-person instruction using the 3-foot distancing model. As stated above, the district, QEA and MTA have significant concerns regarding this model and 30% of our elementary schools would struggle to accommodate their current enrollment. Special education services, english language learner services and additional supports such as reading and math intervention will be provided using a push-in model as much as possible. In some cases when necessary students may be pulled out of the classroom. However, students will not be paired with students from other classes during this pull out time in order to reduce the likelihood of cross-contamination. Therapies such as OT, PT, and Speech may be provided remotely, through a push-in model or when necessary through a pullout model. As stated earlier, students will not be mixed with students from other classrooms and all therapy spaces will be disinfected after use and prior to taking any new students to this space.

In a hybrid model, depending on level of need, students may follow the model identified above. Students who attend school full time may also participate in remote learning at school during the remote hybrid days with appropriate supervision from a school staff member and will also continue to receive their services on remote learning days, either in person or remotely. Students may also choose to complete the remote learning days at home and will receive their services remotely on those days.

In a remote learning model high needs students participate in their services in live sessions through the use of breakout rooms or a separate Google Meet at a predetermined time in the schedule. Additionally, students will have the opportunity to attend school in-person to participate in services such as special education, english language education, reading intervention, and math intervention.