

# QUINCY SCHOOL DISTRICT

REOPENING PLAN  
SCHOOL YEAR 2020-21



Our plan is to keep students, staff and the community safe during the COVID pandemic, while maintaining our mission:

**All students graduate from high school and are prepared for the next step in their education, career, and life.**

August 11th, 2020 - This plan may change as public health guidelines are updated

Updated 12/9/2020



# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### INTRODUCTION

#### LEARNING MODELS

100% Remote Learning  
Hybrid Learning  
100% In-Person Learning

#### REMOTE LEARNING

*(At Home Learning)*

Methods  
Spring vs Fall Remote Learning  
Sample Schedules  
English Language Development Supports  
Special Education Supports  
Highly Capable  
Social and Emotional Health

### PHASED-IN HYBRID MODEL

#### IN PERSON/HYBRID LEARNING

##### Elementary (PreK-5):

Large Group Gatherings  
Recess  
Study Trips  
Related Arts  
Passing Periods  
Social and Emotional Supports

##### Middle School (6-8):

Large Group Gatherings/ECA  
Study Trips  
Passing Periods  
Social and Emotional Supports

##### High School (9-12):

Large Group Gatherings/ECA  
Study Trips  
Passing Periods  
Social and Emotional Supports

### STUDENTS WITH DISABILITIES

Face Coverings  
IEP/MDT/504 Meetings Resource Programs  
and Therapies  
Study Trips  
Transition Students  
Extended School Year Services  
Program Class Updates and Precautions (FAP,  
Lifeskills, CFL, FIATS)  
Sensory Room Protocols

### MITIGATING SPREAD

Face Coverings  
Screening Procedures  
COVID Response Protocols  
COVID Training  
School Volunteers and Guests

### FACILITY MODIFICATIONS

Protective Barriers  
Signage  
Water Bottle Filling Stations  
Hand Sanitizer Stations  
COVID Isolation Rooms  
Building Ventilation

### STUDENT TRANSPORTATION

Seating on the Bus  
Drop-off  
Bus Sanitation  
Car Drop-off/ Pick-Up

### FOOD SERVICES

Remote Learning  
Hybrid Learning

### THE ROLE OF FAMILIES

### LINKED RESOURCES



# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### Reopening Plan Overview

The 2020-21 school year will be unlike any year we have ever experienced. From June through August the QSD Reopening Steering Committee has been working to plan for three possible reopening plans: Remote, Hybrid, and In-person. While the QSD will start the school year off in remote learning we are fully prepared to implement hybrid and in-person models. QSD is prepared to be flexible and respond quickly to changes based on state and local recommendations. Regardless of the learning model, we will fully support our staff, students, and families with the goal of reaching Quincy's Promise.

## REOPENING STEERING COMMITTEE MEMBERS

### Steering Committee Co-Facilitators:

John Boyd, Superintendent

Nik Bergman, Assistant Superintendent

### Steering Committee Members

Chris Baumgartner, QSD School Board President

Alicen Gaytley, QSD Director of Teaching and Learning

Victoria Hodge, QSD Director of Support Services

Kathie Brown, QSD Whole Child Director and QIA Principal

Jon Wright, QSD Assistant Special Education Director

Tom Wytke, Grant County Health District

Colleen Frerks, Ancient Lakes Elementary Principal

Scott Ramsey, Quincy Middle School Principal

Tom Harris, QSD Facilities Director

Lenore Low, QSD Nurse

Ellen Bush, QSD Nurse

Brett Fancher, QHS Athletic Director/QHS Assistant Principal

Rob Henne, QSD Transportation Director

Nicole Boatright, QSD Food Services Director

Tia Stoddard, QSD Business Services Director

Shawn Fuller, QSD Technology Director

Chris Stark, Quincy Education Association President

Amy Barnett, Mt. View Elementary School Counselor

Gus Winter, Pioneer Elementary School Counselor

Jessica Blancas, QSD Executive Assistant

Monty Chittim, QHS Custodial and PSE President

Deborah Henne, Student Health Administrative Assistant and QESA Co-President

Shelly Petersen, Special Education Administrative Assistant and QESA Co-President

Peggy Hinkins, QSD Accounts Payable Assistant

Tina Olson, QSD Accounts Payable Specialist

Margie Mills, QSD Facilities Administrative Assistant

Katie Schooler, Speech Language Pathologist Assistant and PSE Vice President

Camille Jones, Instructional Technology Coach



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### REOPENING STEERING COMMITTEE MEMBERS

#### QSD Teaching and Learning Committee Members

Alicen Gaytley, Teaching and Learning Director (Co-Chair)  
Victoria Hodge, Director of Support Services (Co-Chair)  
Jon Wright, Assistant Special Education Director (Co-Chair)  
John Boyd, Superintendent (Co-Chair)  
Nik Bergman, Assistant Superintendent (Co-Chair)

#### Digital Education Leadership Team

Camille Jones, Instructional Technology Coach  
Shawn Fuller, QSD IT Director  
Daniel Fregoso, QSD IT Team  
Tiffany Viall, Mtn. View Principal  
Elizabeth Averill, QHS Dean of Students  
Phillip Averill, Monument Elementary Principal  
Kathie Brown, Whole Child Director, QIA Principal  
Ben Lewis, QIA Teacher  
Chris Stark, QMS Teacher  
Courtney O'Neal, QHS Teacher  
Lizbeth Fowler, QMS Teacher  
Matt Cannata, QMS Teacher  
Maria Valle, QSD Parent Partnerships Team  
Katia Perez, QSD Parent Partnerships Team  
Chris Baumgartner, QSD School Board Member  
Maricela De La Torre, QHS Parent Liaison  
Amey Trujillo, ALE Parent Liaison  
Lisset Tamayo, Pioneer Parent Liaison  
Mary Ellen Castro, Support Services Parent Liaison  
Maria Medrano, Pioneer Elementary Para Educator  
Vanessa Sorto, Monument Elementary Para Educator  
Luisa Cervantes, Parent  
Dorian Morales, Parent  
Antonia Uribe, Migrant PAC Leadership  
Teresa Peres, Migrant PAC Leadership  
Israel Ramirez, QMS Student  
Luis Diaz, QMS Student  
Stephanie Sanchez, QMS Student  
Marisol Uribe, QHS Student  
Emily Wurl, QHS Student  
Tania Gudino, QHS Student  
Drew Rigby, QHS Student  
Karla Nunez, QHS Student  
Sara Hausken, Monument Teacher  
Lisa Hansen, George Elementary Teacher  
Kim Bunch, QSD Elementary Math Coach  
Jennifer Lerma, George Librarian  
Shana Moloso, Pioneer Librarian  
Eric Nelson, George Teacher  
Jill Copenhaver, QMS Teacher  
Kellen Williams, QMS Teacher  
Maria Bailey, QMS Teacher  
Kim Avalos, QMS Teacher  
Maria Kruger, QMS Teacher

#### Digital Education Leadership Team Continued

Patrick Gordon, QHS/QMS Teacher  
Tara Bleau, QHS/QMS Teacher  
Joseph Engle, QHS Teacher  
Felicie Becker, QHS Principal  
Nicole Monroe, QHS CTE Director  
Todd Heikes, QHS Teacher  
Susan Rose, QHS Teacher  
Laura Briere, QHS Teacher  
Annette Lembcke, QHS Math Content Coach  
Jennifer Baum, QHS Teacher  
Andrew Schmitt, QHS Teacher  
Wade Peterson, QHS Teacher  
Valerie Neff, QHS Teacher  
Ross Kondo, QHS Teacher  
Liz Fowler, QMS Teacher  
Jacob Doctor, QMS Teacher  
Karli Jaeckel, QMS Teacher  
Michele Fancher, QMS Teacher  
Liz Alvarado, Mt. View Elementary Teacher  
Jennifer Bunney, Pioneer Elementary  
Sue Huxtable, Pioneer Elementary  
Chelsea Keane, Pioneer Elementary  
Lacey McNay, Pioneer Elementary  
Amanda McCurdy, Pioneer Elementary  
Shelby Streeter, ALE Pre-School Teacher  
Heather Jacobson, ALE Teacher  
Orin Melvin, ALE Teacher  
Merry Baker-McCauley, Pioneer Elementary Teacher  
Andie Larson, Pioneer Elementary Teacher  
Rachel Korab, Pioneer Elementary Teacher  
Gulzat Perry, Mt. View Elementary Teacher  
Abigail Martinez, Mt. View Elementary Teacher  
Danielle Fortner, ALE Teacher  
Whitney Gregg, ALE Teacher  
David Itterly, Monument Elementary Teacher  
Kyla Schaapman, Monument Elementary Teacher  
Pauline Baughman, Monument Elementary Teacher  
Amy Barnett, Mtn. View Elementary Counselor  
Rachel Kampling, Mt. View Elementary Teacher  
Cory Medina, Mt. View Elementary Teacher  
Katie Schooler, SLPA  
Anne Bergman, SLPA





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### REOPENING STEERING COMMITTEE MEMBERS

#### Content Lead Team

Alicen Gaytley, Director of Teaching and Learning  
Kimberly Bunch, Math Content Coach, K-5  
Annette Lembcke, Math Content Coach, QMS/QHS  
Leah Wells, Instructional Coach, Mt. View Elementary  
Bobbie Thompson, Instructional Coach, Pioneer Elementary  
Lora Villalpando, Instructional Coach, George Elementary  
Frances Nielson, Instructional Coach, Ancient Lakes Elementary  
Debi Chamberlin, Instructional Coach, Monument Elementary  
Susan Rose, instructional Coach, Quincy High School  
Michele Fancher, Instructional Coach, Quincy Middle School  
Leticia Baughman, Monument Elementary Teacher  
Heidi Wurl, Pioneer Elementary Teacher  
Sara Hausken, Monument Elementary Teacher  
Ali Stewart, George Elementary  
Lisa Hansen, George Elementary Teacher  
Rochelle Courage, ALE Elementary Teacher  
Cami Kukes, ALE Teacher  
Misty Petersen, ALE Teacher  
Gulzat Perry, Mt. View Elementary Teacher  
Rachel Kampling, Mt. View Elementary Teacher  
Iridian Moreno, Mt. View Elementary  
Cindy Davis, George Elementary Teacher  
Merry Baker-McCauley, Pioneer Elementary Teacher  
Tina Demory, Mt. View Elementary Teacher  
Heather Brown, Pioneer Elementary Teacher  
Cory Medina, Mt. View Elementary Teacher  
Devan Corcoran, Mt. View Elementary  
Zach Turner, QMS Teacher  
Kelly Slover, QMS Teacher  
Kylie Youngren, QMS/QHS Teacher  
Jacqueline Rasmussen, QHS Librarian  
Laura Briere, QHS Teacher  
Bailey Rediger, QHS Teacher  
Rodney Cool, QHS Teacher  
Kelly Wallace, QHS Teacher  
Michael Wallace, QHS Teacher  
April Murray, QHS Teacher

#### Behavior and Supports Team

Alicen Gaytley, Director of Teaching and Learning  
Kathie Brown, Whole Child Director  
Jon Wright, Assistant Special Education Director  
Brett Fancher, Assistant Principal, Quincy High School  
Elizabeth Averill, Dean, Quincy High School  
Greg Martinez, Assistant Principal, Quincy Middle School  
Tina Mullings, Dean, Quincy Middle School  
Curt Schutzmann, K-5 Dean

#### Scheduling Sub-Committee

Alesha Porter, Principal, Pioneer Elementary  
Scott Ramsey, Principal, Quincy Middle School  
Felicie Becker, Principal, Quincy High School  
Greg Martinez, Assistant Principal, Quincy Middle School

#### Special Education Reopening Team

Jon Wright, Assistant Director Special Education  
Jamie Bessette, Special Education Coordinator  
Rachel Korab, Pioneer Elementary Life Skills  
Andie Larson, Pioneer Elementary Resource Room Teacher  
Courtney Bronowski QMS Resource Room Teacher  
Tara Bleau, QHS Resource Room Teacher  
Shelby Streeter, Quincy School District Developmental Preschool Teacher  
Kathy Sadler QSD Assessment Specialist  
Jamie King, QSD OT  
Anne Bergman, QSD PT  
Stephanie Fayant, QSD SLP  
Wendy Ptolemy, BCBA



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### REOPENING STEERING COMMITTEE MEMBERS

#### **QSD Social Emotional Learning Committee Members**

Kathie Brown, Whole Child Director Committee Chair  
Gus Winter, Pioneer Counselor  
Amy Barnett, Mt. View Counselor  
Dianne Stewart, Monument Counselor  
Chris Trevino, QHS Counselor  
Sydni Gormsen, QHS Counselor  
Kayla Gerst, QHS Counselor  
Hector Vaca-Mendoza, QMS Counselor  
Elyse Goslin, QMS Counselor  
Tessa Poortinga, QSD Social Worker  
Maria Cortez-Camacho, QSD Social Worker  
Cindy Davis, George Elementary Teacher  
Allie Stewart, George Elementary Teacher  
Heather Brown, Pioneer Elementary Teacher  
Brooke Rosenow, Mt. View Elementary Teacher  
Gulzat Perry, Mt. View Elementary Teacher  
Greta Williams, ALE Para educator  
Theresa Sawyer, Quincy High School Teacher

#### **QSD Health and Safety Committee Members**

Colleen Frerks, Ancient Lakes Principal (Co-Chair)  
Scott Ramsey, Quincy Middle School (Co-Chair)  
Tom Harris, Facilities Director (Co-Chair)  
Tom Wytko, Grant County Health District  
Lenore Low, QSD Nurse  
Ellen Bush, QSD Nurse  
Brett Fancher, QHS Athletic Director/Vice Principal  
Teresa Gorinan, QMS PE Teacher/Athletic Director  
Rob Henne, QSD Transportation Director  
Mary Medrano, QSD Payroll Specialist  
Margie Mills, QSD Facilities Administrative Assistant  
Monte Chittim, QHS Custodian  
Kathie Schooler, QSD SLPA  
Whitney Gregg, Ancient Lakes Elementary Enrichment Teacher

#### **QSD Reopening Schools Communication Committee Members**

Nik Bergman, Assistant Superintendent (Co-Chair)  
Victoria Hodge, Director of Support Services (Co-Chair)  
Jessica Blancas, QSD Executive Assistant  
Maria Valle, Parent Engagement Specialist  
Katia Perez, Parent Engagement Specialist  
Maria Mendoza, Migrant Recruiter

#### **QSD Technology Committee Members**

Shawn Fuller (Co-Chair)  
Camille Jones (Co-Chair)  
Justin Blalock  
Daniel Fregoso  
Taylor Bailey  
Brandon Moloso  
Digital Education Leadership Team Members

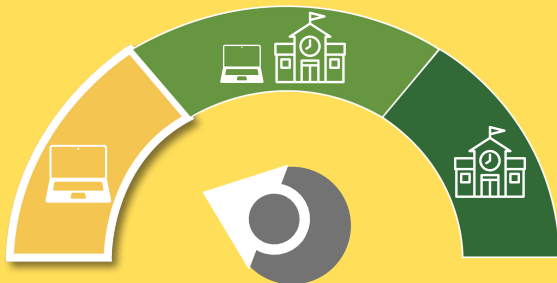
# LEARNING MODELS

## GET TO KNOW EACH LEARNING MODEL

Three distinct learning models allow education to pivot at any time between in-person, hybrid, and remote learning. Shifts between models will be determined by the impacts of a changing health situation, available resources, and direction from OSPI, our Governor and our Health Department(s). As the public health situation continues to evolve Quincy School District will continue to work together to refine these models.

When schools are in a hybrid or in-person learning model this year, parents will have the option to exclusively choose full-time remote learning for their children. Specific information regarding expectations, courses, and credits are under development.

### 100% Remote Learning



All students are required to participate in at-home remote learning Mondays – Fridays.

### Hybrid Learning



- Students may participate part-time onsite with in-person instruction and part-time at-home in remote learning.
- Individual students or families may choose full-time remote learning on a semester-by-semester basis.
- Individual students, classes, or schools may also need to go to temporary remote learning due to changing health and safety needs.
- Schedules are being determined.

### 100% In-Person Learning



When health guidelines allow, all students and staff may participate onsite with in-person instruction Mondays – Fridays.



# QUINCY SCHOOL DISTRICT

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### REMOTE LEARNING - Learning at Home

#### QSD FALL 2020 REMOTE LEARNING MODEL REOPENING PLAN

All students will begin the 2020-2021 school year in 100%, full time, at home remote learning. When an in-person or hybrid learning model becomes available, a remote instruction option will also be available to families who may feel more comfortable having their student remain at home.

If a student chooses remote instruction, they must commit to it for at least one semester. After each semester, the student may continue with remote instruction or choose to return to in-person instruction. Students who wish to switch between learning models mid-semester may appeal to their building principal. Decisions will be made on a space-available basis.

Remote learning may be conducted using **synchronous** or **asynchronous** methods.

- **Synchronous instruction** takes place when a remote learning student joins a live online lesson and participates in real-time with other students. Example: A student joins a Google Meet with their teacher and other students at 10 a.m. during their math class.
- **Asynchronous instruction** takes place when a student accesses learning opportunities provided by their teacher, on a schedule that is convenient for the student. Example: A student watches a recorded math lesson on Google Classroom and completes an assignment at a time the student chooses.

There are many differences between the emergency remote learning model used last spring and the plan for fall reopening, which include:

- More equitable access to learning
- Increased opportunities for academic growth
- Improved supports for all
- Expectations for attendance and participation

As we have worked on all of these improvements, creating connections between students, families, teachers and support staff has been a priority in our planning.

#### MORE EQUITABLE ACCESS TO LEARNING

	LAST SPRING	FALL REOPENING
CONNECTIVITY	Distributed Chromebooks and hotpots to those who needed them	<ul style="list-style-type: none"><li>• Chromebooks and earbuds to all students</li><li>• Improved synchronous tools (Google Meet works better with Chromebooks)</li><li>• Hotspots available to all who need them</li><li>• District will individually problem-solve with families for whom hotspots do not solve connectivity issues</li></ul>
COMMON LEARNING PLATFORMS	Google Classroom and Microsoft Teams both used, depending on the teacher	Google Classroom will be the homebase for all students.
SYNCHRONOUS VIDEO TOOL	Zoom used primarily, some teachers used Microsoft Teams Meetings or Google Meet	Google Meet will be used for all live video meetings between teachers, students, and families. Google Meet lives inside of Google Classroom, has much better reliability on Chromebooks, and does not require passwords or links to access.



## QSD HAS IDENTIFIED COMMON DIGITAL LEARNING TOOLS



**Chromebooks, earbuds and a carrying case will be provided to all students.**

All teachers will use these common tools which will improve:

- Ease of use for all users in the family
- Translations
- Independence for early learners
- Collaboration, communication, and relationship-building between students, families, and staff
- Support for students and families to see how they are doing in school
- Technical support for families and students

The district will also provide Hotspots to families in need, and additional support if hotspots do not resolve connectivity issues.

### Google Classroom *Digital Classroom*



Google Classroom is students' digital home base. As the Chromebook homepage, it will be in daily use during in person, hybrid, and remote learning.

### Google Drive

*File Storage & Synchronization*



Students will be able to save, organize, access, and share files on Google Drive. Files in Google Classroom are automatically organized and saved here.

### Google Meet *Video Meeting Tool*



Students can learn live with teachers, classmates, or guest speakers using Google Meet. Google Meet is much more reliable on Chromebooks and is located within Google Classroom.

### Loom

*Video Recording Tool*



Students and teachers can connect across time and space by using Loom to record videos for teaching and learning. The Loom Extension is efficient, intuitive, and installed on all Chromebooks.

Click these links for the Digital Education Handbook for Students in English and Spanish.

For the Staff Cheat Sheets for the Core Four, [click here](#).

For the Staff Digital Education Handbook, [click here](#).

## INSTRUCTION

Google Classroom is our digital homebase for at home, remote learning. However, there may be times in which students will need to access other digital resources/sites based on classroom curriculum needs.

It is the expectation that students will log into Google Classroom to join live instruction via Google Meet with their teachers Tuesday-Friday each week.

## TEACHER TRAINING

Teachers will be provided opportunities to work with their colleagues on Mondays to discuss and develop remote instruction techniques.



# QUINCY SCHOOL DISTRICT

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### IMPROVED SUPPORTS FOR ALL

	LAST SPRING	FALL REOPENING
<b>SUPPORTS FOR STUDENTS</b>	2-3x/week Zoom meetings with teacher to ask questions about academics and technology	<ul style="list-style-type: none"> <li>Frequent opportunities to discuss and interact with other students and teachers</li> <li>Advisory courses will be held daily at the secondary level</li> <li>Additional supports such as reading assistance and English language development</li> <li>Trained counselor support</li> <li>Social-emotional (SEL) check-ins with staff</li> </ul>
<b>SUPPORTS FOR TEACHERS</b>	<ul style="list-style-type: none"> <li>Skill-building for use of asynchronous and synchronous tools</li> <li>Collaboration time for teams to develop choice grids</li> </ul>	<ul style="list-style-type: none"> <li>Clear expectations</li> <li>Synchronous (Google Meet) lessons at all levels</li> <li>Training for all teachers on Core 4</li> <li>Added tech coaching and trained digital education leads</li> </ul>
<b>SUPPORTS FOR FAMILIES</b>	<ul style="list-style-type: none"> <li>Technology supports (focused on K-5)</li> <li>English and Spanish supports</li> </ul>	<ul style="list-style-type: none"> <li>Technology hotline</li> <li>Consistent K-12 tools for more comprehensive English/Spanish training and resources</li> <li>Social worker and parent liaison support with more experience with remote learning</li> </ul>

### INCREASED OPPORTUNITIES FOR ACADEMIC GROWTH

	LAST SPRING	FALL REOPENING
<b>TIME IN LEARNING</b>	<ul style="list-style-type: none"> <li>PreK: 30 minutes</li> <li>Gr. K-1: 45 minutes</li> <li>Gr. 2-3: 60 minutes</li> <li>Gr. 4-5 90 minutes</li> <li>Gr. 6-8: 20 min./class (2.5 hours)</li> <li>Gr. 9-12: 30 min./class (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>180 days of instruction</li> <li>Averaging about 5.7 hours of learning daily</li> <li>28.5 hours/week</li> <li>1027 hours annually</li> </ul>
<b>DELIVERY OF INSTRUCTION</b>	Primarily via short, recorded videos	Real-time instruction will occur during Google Meet sessions. The instructional portion of these sessions (without students' voice or video) will be recorded for review, or for students who are unable to attend the live session.
<b>MEETING INDIVIDUAL NEEDS OF STUDENTS</b>	<ul style="list-style-type: none"> <li>1-2x/week Zoom meetings with interventionists to support differentiation of content provided in Choice Grids</li> <li>Special Education primarily provided individual packets for students</li> </ul>	<ul style="list-style-type: none"> <li>The district's Support Services Department is working now on how best to provide services to students with individualized education plans (IEPs), English Language Learners, and students receiving other supports.</li> <li>Interventionists and special education teachers will have direct access into all teachers' Google Classrooms for more direct collaboration, monitoring, and support for students</li> </ul>



# QUINCY SCHOOL DISTRICT

## Reopening Handbook

Continued...

### INCREASED OPPORTUNITIES FOR ACADEMIC GROWTH

	LAST SPRING	FALL REOPENING
<b>ATTENDANCE</b>	Weekly contact and reporting	Attendance taken and recorded <ul style="list-style-type: none"> <li>Daily for elementary</li> <li>By period for secondary</li> </ul>
<b>GRADING</b>	<ul style="list-style-type: none"> <li>"No harm" grading at all levels</li> <li>A/I grading at QMS and QHS</li> </ul>	<ul style="list-style-type: none"> <li>Feedback based on priority standards</li> <li>Resume traditional grading with a focus on equitable practices</li> </ul>

### EXPECTATIONS FOR ATTENDANCE AND PARTICIPATION

One of the most striking differences is that the new model will more closely resemble classroom teaching than the emergency plan. Students will follow a schedule of classes and activities that span about six hours a day, Monday-Friday.

Students will be expected to follow a daily schedule, even if there are no bells telling them when classes start and end. Specific schedules are being developed at each building, but here is a look at how school days might typically be structured:

	FALL REOPENING				
<b>GENERAL EXPECTATIONS ACROSS LEVELS</b>	<ul style="list-style-type: none"> <li>Approx. 28.5 hrs/wk for 1027 hrs annually over 180 days of instruction</li> <li>Synchronous and asynchronous experiences each day for students</li> <li>Opportunities for student discussion/interaction</li> <li>Attendance recorded daily</li> <li>Student feedback and grading practices resume</li> <li>SEL supports for students both in class and across other experiences</li> <li>Structures for learners needing extra support</li> <li>Ongoing professional learning and collaboration for staff</li> </ul>				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>ELEMENTARY K-5</b>	3-4 Lessons: Asynchronous assignments with reflection activity, attendance, and participation tracking	<ul style="list-style-type: none"> <li>3-4 Core Lessons Daily: Synchronous mini-lessons and classroom participation in core subjects (such as reading, writing, math, etc.).</li> <li>Other Classroom Activities: Small group instruction, 1:1 conferring, intervention/extension, etc. (scheduled synchronous times)</li> <li>1-2 Daily Specialist Lessons (such as Music, PE, etc.)</li> <li>Asynchronous Learning: daily reading, writing, and math assignments and reflection activity with attendance and participation tracking</li> </ul>			
<b>QUINCY MIDDLE SCHOOL &amp; QUINCY HIGH SCHOOL</b>	Same student schedule as Tues.-Fri.; asynchronous work time with student supports	<ul style="list-style-type: none"> <li>Four periods each day with daily advisory and interventions/extensions and work time for each period daily.</li> <li>Lesson structures include synchronous lessons (recorded for later review), class discussions, small group instruction, 1:1 instruction, asynchronous work time, etc.</li> </ul>			



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### SAMPLE REMOTE LEARNING SCHEDULES

#### Elementary K-5

The morning instructional blocks may be in a different order for a specific grade level. Direct instruction for each instructional block will be recorded for access at any time. Afternoon interventions/extensions, independent learning time, and specialist time blocks may also be in a different order, depending on the grade level.

8:15-8:30 (15 MIN.)	Social Emotional Learning
8:30-10:00 (90 MIN.)	English Language Arts Block (multiple breaks will be built into each block)
10:00-11:30 (90 MIN.)	Math Block (multiple breaks will be built into each block)
11:30-12:30 (60 MIN.)	Lunch/Recess
12:30-12:45 (15 MIN.)	Social Emotional Learning
12:45-1:30 (45 MIN.)	Interventions/Extensions
1:30-2:15 (45 MIN.)	Independent Learning Time
2:15-3:00 (45 MIN.)	Specialist (Music or PE)

#### Quincy Middle School

#### Fall Quarter Remote Learning Schedule (Tue-Fri)

8:30-9:05	Advisory - Synchronous & Asynchronous Work Time
9:05-9:30	Period 1 - Intervention-Extension/Targeted Work
9:30-9:40	Break
9:40-10:40	Period 2 - Synchronous & Asynchronous Work Time
10:40-11	Period 2 - Intervention-Extension/Targeted Work
11-11:30	Lunch
11:30-11:35	Break
11:35-12:20	Teacher Prep/Collaboration/Student Work
12:20-12:30	Break
12:30-1:30	Period 3- Synchronous & Asynchronous Work Time
1:30-1:50	Period 3 - Intervention-Extension/Targeted Work
1:50-2	Break
2-3	Period 4- Synchronous & Asynchronous Work Time
3-3:20	Period 4 - Intervention-Extension/Targeted Work





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### Quincy High School

### Fall Quarter Remote Learning Schedule (Tue-Fri)

<b>8:25-8:55</b> (30 MIN)	<b>Advisory</b> HSAB/SEL/Academic Support
<b>8:55-9:45</b> (50 MIN) <b>9:45-10:05</b> (20 MIN)	<b>Period 1 -</b> Synchronous & Asynchronous Instruction <b>Intervention/Extension</b> Targeted Small Group Learning
<b>10:05-10:15</b>	<b>Break</b>
<b>10:15-11:05</b> (50 MIN) <b>11:05-11:25</b> (20 MIN)	<b>Period 2 -</b> Synchronous & Asynchronous Instruction <b>Intervention/Extension</b> Targeted Small Group Learning
<b>11:25 -11:55</b> (30 MIN)	<b>Lunch</b> Staff Lunch Break Student Lunch Break
<b>11:55 - 12:40</b> (45 MIN)	<b>Learning Prep Period</b> Common Teacher Prep/Collaboration Period Student-Directed Study Period
<b>12:40 -1:30</b> (50 MIN) <b>1:30 -1:50</b> (20 MIN)	<b>Period 3 -</b> Synchronous & Asynchronous Instruction <b>Intervention/Extension</b> Targeted Small Group Learning
<b>1:50-2</b>	<b>Break</b>
<b>2-2:50</b> (50 MIN) <b>2:50-3:10</b> (20 MIN)	<b>Period 4 -</b> Synchronous & Asynchronous Instruction <b>Intervention/Extension</b> Targeted Small Group Learning

The department leadership team would agree that the last 20 minutes of every period would be dedicated to intervention/extension including pull-out supports (TBIP/SE/Hi Cap).

# DURING REMOTE LEARNING JACKRABBITS



## Show Respect

LISTEN AND  
COMMUNICATE  
KINDLY



MUTE  
MICROPHONE  
UNLESS YOU  
ARE SPEAKING



USE PROPER  
TEXT  
ETIQUETTE OR  
MANNERS (I.E.,  
ALL CAPS,  
BOLD, ITALICS,  
SARCASM,  
JOKES, ETC.)  
CAN BE  
MISINTERPRETED  
IN A DIGITAL  
SPACE



ACTIVELY  
ENGAGE BY  
ASKING  
QUESTIONS AND  
PROMPTLY  
PARTICIPATING  
IN THE ACTIVITY



## Make Good Decisions

BE ON TIME AND  
READY TO  
LEARN



DEVICE  
CHARGED OR  
PLUGGED IN



USE EQUIPMENT  
AS INTENDED  
FOR ACADEMIC  
USE ONLY



## Solve Problems

CHOOSE A  
DISTRACTION  
FREE SPACE



ASK FOR HELP  
BY RAISING  
YOUR HAND  
AND WAIT  
YOUR TURN



USE CHAT  
FEATURES  
APPROPRIATELY  
TO ENGAGE IN  
LEARNING



COLLABORATE  
AND HELP  
OTHERS WHEN  
APPROPRIATE



# DURING REMOTE LEARNING JACKRABBITS ARE



## Ready

**CHOOSE A  
DISTRACTION  
FREE SPACE**



**BE ON TIME  
AND READY  
TO LEARN**



**DEVICE  
CHARGED OR  
PLUGGED IN**



## Respectful

**LISTEN AND  
COMMUNICATE  
KINDLY**



**MUTE MICROPHONE  
UNLESS YOU ARE  
SPEAKING**



**USE PROPER  
TEXT ETIQUETTE,  
IT CAN BE  
MISINTERPRETED  
IN A DIGITAL SPACE**



**RESPECT EACH  
OTHER AND  
COLLABORATE  
WHEN APPROPRIATE**



## Responsible

**ACTIVELY  
ENGAGE BY  
ASKING QUESTIONS  
AND PROMPTLY  
PARTICIPATING IN  
THE ACTIVITY**



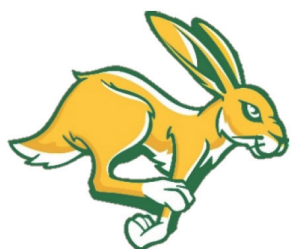
**USE CHAT FEATURES  
APPROPRIATELY  
TO ENGAGE  
IN LEARNING**



**ASK FOR HELP  
BY RAISING  
YOUR HAND AND  
WAIT YOUR TURN**



**USE EQUIPMENT  
AS INTENDED  
FOR ACADEMIC  
USE ONLY**





# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### QUINCY INNOVATION ACADEMY WILL HAVE UPDATED OFFERINGS AS WELL.

QIA ON-LINE 2ND-12TH GRADE*	BIG PICTURE LEARNING 7-12TH GRADE	PARENT PARTNERSHIP-HOME SCHOOL K-12TH GRADE	OPEN DOOR 16-21- YEAR OLD
Online program is where students work from home in an on-line curriculum.	Project based programs where students attend classes 8:15-3:30 daily.	In home school instruction for flexible schedule for student led pacing.	Reengagement program for students who are credit deficient.
<ul style="list-style-type: none"> <li>Elementary uses Edgenuity</li> <li>Secondary uses Apex Learning</li> </ul>	Competency based graduation rather than credit or class based.	Staff work with families to develop an individual learning plan.	Multiple offerings for completion of a diploma.
Staff meet weekly with students and families to plan the weeks activities through a learning plan and required hours. (28 per wk.)	Learning through student interests and internships.	Staff work with families to develop lessons to support and monitor progress.	Daily support available from 7:30 a.m.-8 p.m.
Daily support available from 7:30 a.m.-8 p.m.	<b>*QIA Online is an Alternative Learning Environment at Quincy Innovation Academy. Students work through a self-paced flexible online only curriculum (Edgenuity for 2nd - 5th Grade students and Apex for 6th-12th Grade). Students who are enrolled in QIA Online will be interacting with adults rather than their peers.</b>		

### Quincy Innovation Academy: Alternative Learning Programs (On-line, Parent Partnership, Big Picture, Open Door)

EL students K-12 will receive services supervised by a Language Intervention teacher and/or support staff member. Time and frequency will be determined by the Alternative Learning Program selected and the language needs of the student.

### ENGLISH LANGUAGE DEVELOPMENT SUPPORTS

Quincy School District will provide English Language Development services to identified students. Below are examples/highlights of these additional services:

- EL students in K-5 will receive services providing (real-time) synchronous learning via Google Classroom to students with time and frequency based on students language needs and building schedules. Students/families will also have these learning sessions asynchronous through pre-recorded videos or live recording during a Google Meet that is uploaded to the Google Classroom at a later time to accommodate flexible student learning at home schedules. The Language Intervention teacher will collaborate with classroom teachers to ensure services are coordinated and provide additional language supports with students/families as needed.
- EL students 6-12 will receive services providing (real-time) synchronous learning via Google Classroom following the school schedule identified for intervention/extension. Students/families will also have these learning sessions asynchronous through pre-recorded videos or live recording during Google Meet that is uploaded to the Google Classroom at a later time to accommodate flexible student learning at home schedules. The Language Intervention teacher and support staff will provide additional language supports with students/families as needed.
- Dual-eligible EL students in K-12 in specialized programs (LAP; Hi-cap; IEP services, etc.) will receive services determined by an IEP team and/or Student Support team to ensure individual student needs are met and coordinated.





# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### SPECIAL EDUCATION SUPPORTS

The Special Education Department will consistently keep families posted as to the status of when students may be able to enter school settings again. We want to make certain face to face exposure is a safe for both your children and our staff members. When Covid 19 numbers are reduced to a minimal number, the health department will guide us to a point where we can allow students with special needs to return to a school setting. We will let all families know well in advance when students can safely enter schools again so you are able to prepare your children and families for in person instruction.

- Special Education teachers will be using synchronous (real time) and asynchronous (previously recorded) videos for students who are on IEPs.
- In the event the Special Education Team feels the IEP minutes or content of the IEP need to be revised, an IEP revision or new annual IEP will be completed by the team. This includes appropriate members i.e., Special Education Teacher, Parent, General Education Teacher, Administration and Related Services provider (if student qualifies for a related service).
- If lessons can be synched between the General Education Teacher and Special Education Teacher, we will co-teach the lessons. We will however make certain that the individualized specially designed instruction is done by the Special Education Staff while we are in a remote setting.
- QSD support staff such as Speech, OT, and PT will provide virtual therapy to students on their caseload
- If at any time parents have questions they can freely contact any provider their student has been assigned to.

### HIGHLY CAPABLE

Students identified for highly capable services in grades K-5 meet with enrichment teachers for differentiated supports in ELA and Math, as needed. Students in grades 6-12 have the opportunity to select courses at varied levels of challenge, based on their interest and needs, and advisory teachers check-in with students to make sure their individual needs are being met.

### SOCIAL EMOTIONAL HEALTH

Quincy School District creates the best learning environments for healthy interactions among students and staff, and teaching social, emotional, and self-regulation skills.

Teachers, counselors, social workers and administrators will support a social emotional learning environment by:

- Enhancing relationships with students and families
- Establishing a routine and maintaining clear communication
- Empathizing with the difficulties resulting from remote learning
- Explaining that there will likely be future changes to routines, which will be communicated ahead of time when it is possible to do so
- Providing information in digestible amounts and encouraging students to ask clarifying questions
- Encouraging students to lead the way in sharing what they do and do not understand about their current situation.
- Using open-ended questions, such as, "How are you feeling about not being in school?"
- Providing students and families resources for mental health concerns including anxiety and depression



# QUINCY SCHOOL DISTRICT

## Reopening Handbook

- Providing social skills lessons such as problem solving, goal setting, feelings and mindfulness, sources of strength and being part of a community.

Now more than ever, Quincy School District's goal is for all students to feel valued and welcomed regardless of their backgrounds or identities. Routines, both new and existing, are key for positive Social Emotional Health for students. Participating in these routines helps students, parents and staff maintain connections despite the physical distance from their students.

### HOW LONG WILL STUDENTS REMAIN IN REMOTE LEARNING?

Remote learning will continue for all students for at least the first quarter of the school year, which is about nine weeks. We are eager to get our students back into school buildings when it is safe to do so. The Grant County Health Department has provided us with guidance for when students may safely learn in person. We will be reviewing information about the levels of infection in our community and comparing that information to the Grant County Health Department's guidance to inform decisions about bringing students back into school buildings. The Remote Learning model may be extended, depending upon health conditions at the time if the community spread has not lessened. When it is safe to reopen schools, students will begin to transition back to in-person learning by using a Hybrid Learning Model (part-time in-person and part-time remote). Families also can decide to remain on 100% Remote Learning. The district will keep families informed as more detailed information becomes available.

For frequently asked questions about the 2020-21 school year, [click here](#).



# QSD Hybrid Phased-In REOPENING PLAN

For community rates below 200 per 100,000, in addition to OSPI requirements, including cohorting, masking, distancing and air ventilation/filtering and sanitation, Grant County DOH advises a three-week period before progressing to the next higher phase, if there are no outbreaks (or indicators of worsening disease spread in the community). The three-week period will allow for COVID-19 rate monitoring as well as giving your schools sufficient time to adapt to the new learning environment. As we begin to reopen schools to students, families will still have the option to continue with 100% at-home, remote learning

## **PHASE 1** (On or After 10/13/2020 - Assuming approval for Hybrid Model by local DOH)

Up to 5% of students in each building with cohorts of up to 6 students:

- October 13th: Students identified under IDEA as needing specially designed instruction (SDI) in the following areas:
  - Vision
  - OT/PT
  - Students in need of evaluation or re-evaluation
  - Other special education students in case-by-case basis to determine if their SDI is or is not able to be provided through a distance learning model.
- Students without ability to participate in Remote Learning Model due to connectivity issues or other significant barriers
  - October 20th - Elementary
  - October 29th - Secondary (seniors prioritized)

Athletics:

- October 20th: Spring athletics open coaching period (track, baseball, softball, tennis, and golf)

## **PHASE 2** (On or After 11/10/2020 - Assuming approval for Hybrid Model by local DOH)

Tuesday – Friday, AM/PM (K-3) or A/B schedule (Grade 6-12)

- Phase One students
- All K-12 Students in Life Skills
- Students in the developmental preschool
- Kindergarten – 3rd grade student cohorts
- Secondary students at risk of failing classes, prioritizing Seniors, November 19th

Athletics:

- November 9th: Fall athletics open coaching period (football, cross country, cheer, volleyball, girls' soccer)

## **PHASE 3** (On or After 12/1/2020 - Assuming approval for Hybrid Model by local DOH):

Tuesday – Friday, AM/PM (K-3) or A/B schedule (Grade 6-12)

- Phase One and Two students
- 4th – 5th grade student cohorts (1/19)

Athletics:

- December 2: Winter athletics open coaching period (Boys Basketball, Girls Basketball, Wrestling, Cheer)

## **PHASE 4** (On or After 1/5/2021 - Assuming approval for Hybrid Model by local DOH):

Tuesday – Friday, AM/PM (K-3) or A/B schedule (Grade 6-12)

- Phase One, Two, and Three students
- QHS/QIA/QMS student cohorts to prepare for successful start of Semester 2 in a hybrid model (2/9)

# QSD HYBRID MODEL REOPENING PLAN CALENDAR

\*All phases are dependent on disease transmission rates within the community and Grant County DOH guidance.

1 OCTOBER						
HYBRID PLAN PHASE		M	T	W	T	F
					1	2
		5	6	7	8	9
<b>Phase One</b> <ul style="list-style-type: none"> <li>Students identified under IDEA (10/13)</li> <li>Students with connectivity issues (Seniors prioritized) in groups of six or less (10/20, 10/29)</li> <li>Spring athletics open coaching period (10/20)</li> </ul>		12	13	14	15	16
		19	20	21	22	23
		26	27	28	29	30
						<ul style="list-style-type: none"> <li>10/5: Parent Survey</li> <li>10/6: Final Technology Drive-Through</li> <li>10/16: Cert. LID Day/No School</li> <li>10/19-20: 6-12 Conf. Mon. &amp; Tues PM</li> <li>10/30: K-5 End of Quarter 1 Report Window</li> </ul>

2 NOVEMBER						
HYBRID PLAN PHASE		M	T	W	T	F
<b>Phase Two</b> <ul style="list-style-type: none"> <li>Phase One</li> <li>Kindergarten - 3rd Grade Student Cohorts (11/10)</li> <li>K-12 life skills students (11/10)</li> <li>Fall athletics open coaching period (11/9)</li> </ul>		2	3	4	5	6
		9	10	11	12	13
		16	17	18	19	20
		23	24	25	26	27
		30				
						<ul style="list-style-type: none"> <li>11/2: Report Cards Due; 11/3-6: K-5 Parent Conf.; K-12 End of Quarter 1</li> <li>11/11: Veteran's Day/No School</li> <li>11/25: 1/2 Day Early Release</li> <li>11/26-27: Thanksgiving/No School</li> </ul>

3 DECEMBER						
HYBRID PLAN PHASE		M	T	W	T	F
<b>Phase Three</b> <ul style="list-style-type: none"> <li>Phase One and Two</li> <li>Secondary students at risk of failing classes, prioritizing Seniors (12/1)</li> <li>Winter athletics open coaching period (12/2)</li> <li>Phase three continued in January</li> </ul>			1	2	3	4
		7	8	9	10	11
		14	15	16	17	18
		21	22	23	24	25
		28	29	30	31	
						<ul style="list-style-type: none"> <li>12/21-1/1: Winter Break/No School</li> </ul>

3 JANUARY						
HYBRID PLAN PHASE		M	T	W	T	F
						1
<b>Phase Three</b> <ul style="list-style-type: none"> <li>4th - 5th Grade Student Cohorts (1/19)</li> </ul>		4	5	6	7	8
		11	12	13	14	15
		18	19	20	21	22
		25	26	27	28	29
						<ul style="list-style-type: none"> <li>12/21-1/1: Winter Break/No School</li> <li>1/18: MLK Jr. Day/No School</li> <li>1/28: End of Quarter 2</li> <li>1/29: Records Day/No School</li> </ul>

4 FEBRUARY						
HYBRID PLAN PHASE		M	T	W	T	F
		1	2	3	4	5
<b>Phase Four</b> <ul style="list-style-type: none"> <li>Phase One, Two, and Three</li> <li>Planning for Secondary Student Cohorts beginning in the 2nd Semester (2/9)</li> </ul>		8	9	10	11	12
		15	16	17	18	19
		22	23	24	25	26
						<ul style="list-style-type: none"> <li>2/12: LID Day/No School</li> <li>2/15 President's Day/No School</li> </ul>

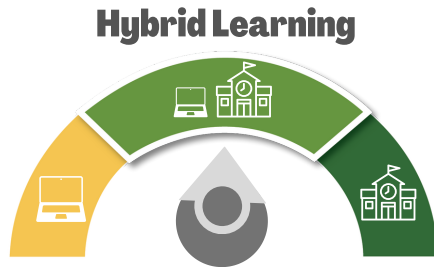




# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### IN PERSON/HYBRID LEARNING - *When students are allowed in buildings*



- Students may participate part-time onsite with in-person instruction and part-time at-home in remote learning.
- Individual students or families may choose full-time remote learning on a semester-by-semester basis.
- Individual students, classes, or schools may also need to go to temporary remote learning due to changing health and safety needs.
- Schedules are being determined.

#### ELEMENTARY (PREK - 5)

- The school calendar will be consistent with that adopted by the School Board for the current school year unless conditions change.
- When schools are allowed by Grant County Health Guidance, in-person instruction will be provided at schools for students who are able to follow the guidelines concerning face coverings and social distancing.
- A remote instruction option is available to families who may feel more comfortable having their student remain at home.
- All students will experience some remote learning throughout the week.

#### AM/PM: Monday Remote and 4 Half-Days In-Person

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Group A:</u> Bus routes NOT available	At-Home Remote Learning		AM: Onsite In-Person Learning		
			PM: At-Home Remote Learning		
<u>Group B:</u> Bus routes available	At-Home Remote Learning		AM: At-Home Remote Learning		
			PM: Onsite In-Person Learning		

#### LARGE GROUP GATHERINGS

The following activities will not occur in a face-to-face setting until further notice:

- Open House
- Music programs
- Building Fundraisers/PVC-sponsored Events
- Family nights
- Schoolwide Parent Teacher Conferences



# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### RECESS

Teachers can take their students outside for short activity break; however, a structured recess will not be built into the daily schedule. If the teacher can ensure that students maintain six feet of social distance, students may take off their masks during the outdoor activity break. If a teacher chooses to allow students to have a snack, it will need to be consumed during the outdoor activity break time.

### RESTROOMS

Principals in collaboration with their building custodians should identify the capacity of a restroom for number of students that can use it and maintain six feet of distance. This number should be marked outside the restroom.

### ATTENDANCE

Daily attendance is a vital part of student success. Parents will need to make sure to contact your student's office daily if student is not able to participate in their hybrid learning opportunity. Non-participation in these activities can lead to students required to participate in an intervention plan.

### FIELD TRIPS

All field trips are suspended until further notice.

### SOCIAL AND EMOTIONAL SUPPORTS

Teachers and staff will give developmentally appropriate lessons to ensure understanding of COVID safety protocols, relationship building, managing difficult emotions and school expectations.

- Assistance will be provided for students needing additional support.
- If you have concerns about your student's return to school, contact your student's school counselor after August 15, 2020.

Quincy School District creates the best learning environments for healthy interactions among students and staff, and teaching social, emotional, and self-regulation skills.

Teachers, counselors, social workers and administrators will support a social emotional learning environment by:

- Enhancing relationships with students and families
- Establishing a routine and maintaining clear communication
- Empathizing with the difficulties resulting from remote learning
- Explaining that there will likely be future changes to routines, which will be communicated ahead of time when it is possible to do so
- Providing information in digestible amounts and encouraging students to ask clarifying questions
- Encouraging students to lead the way in sharing what they do and do not understand about their current situation.
- Using open-ended questions, such as, "How are you feeling about not being in school?"
- Providing students and families resources for mental health concerns including anxiety and depression.
- Providing social skills lessons such as problem solving, goal setting, feelings and mindfulness, sources of strength and being part of a community.
- [Click here for more resources.](#)



# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### MIDDLE SCHOOL

- The school calendar will be consistent with that adopted by the School Board for the current school year unless conditions change.
- In-person instruction will be provided at schools for students who are able to follow the guidelines concerning face coverings and social distancing. Students will participate in remote learning from home during school days when they are not on site.
- A remote instruction option is available to families who may feel more comfortable having their student remain at home.

Now more than ever Quincy School District goal is for all students to feel valued and welcomed regardless of their backgrounds or identities. Routines, both new and existing, are key for positive Social Emotional Health for students. Participating in these routines helps students, parents and staff maintain connections despite the physical distance from their students.

### A/B Schedule for both QMS and QHS

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Group A:</u>	At-Home Remote Learning	At-Home Remote Learning	Onsite In-Person Learning	At-Home Remote Learning	Onsite In-Person Learning
<u>Group B:</u>	At-Home Remote Learning	Onsite In-Person Learning	At-Home Remote Learning	Onsite In-Person Learning	At-Home Remote Learning

### LARGE GROUP GATHERINGS

The following activities will not occur in a face-to-face setting until further notice:

- School Preview
- Registration
- Building Fundraisers/ PTO-sponsored Events
- Parent-Teacher Conferences
- Athletics
- Events/ Competitions Performing
- Arts Productions
- Other large gatherings of clubs or organizations

### RESTROOMS

Principals in collaboration with their building custodians should identify the capacity of a restroom for number of students that can use it and maintain six feet of distance. This number should be marked outside the restroom.

### FIELD TRIPS

All field trips are suspended until further notice.



# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### **PASSING PERIODS**

Students are expected to wear a face covering while in the hallways. Passing periods may be adjusted to minimize social interaction. Schools are coordinating schedules to reduce hallway traffic and large group gatherings.

### **ATTENDANCE**

Daily attendance is a vital part of student success. Parents will need to make sure to contact your student's office daily if student is not able to participate in their hybrid learning opportunity. Non-participation in these activities can lead to students required to participate in an intervention plan.

### **STUDENT ACTIVITY BREAKS**

Yes, teachers can take their students outside for short activity break; however, a structured recess will not be built into the daily schedule. If the teacher can ensure that students maintain six feet of social distance, students may take off their masks during the outdoor activity break. If a teacher chooses to allow students to have a snack, it will need to be consumed during the outdoor activity break time.

### **SOCIAL AND EMOTIONAL SUPPORTS**

Teachers and staff will give developmentally appropriate lessons to ensure understanding of COVID safety protocols, relationship building, managing difficult emotions and school expectations.

- Assistance will be provided for students needing additional support.
- If you have concerns about your student's return to school, contact your student's school counselor after August 15, 2020.

Quincy School District creates the best learning environments for healthy interactions among students and staff, and teaching social, emotional, and self-regulation skills.

Teachers, counselors, social workers and administrators will support a social emotional learning environment by:

- Enhancing relationships with students and families
- Establishing a routine and maintaining clear communication
- Empathizing with the difficulties resulting from remote learning
- Explaining that there will likely be future changes to routines, which will be communicated ahead of time when it is possible to do so
- Providing information in digestible amounts and encouraging students to ask clarifying questions
- Encouraging students to lead the way in sharing what they do and do not understand about their current situation.
- Using open-ended questions, such as, "How are you feeling about not being in school?"
- Providing students and families resources for mental health concerns including anxiety and depression.
- Providing social skills lessons such as problem solving, goal setting, feelings and mindfulness, sources of strength and being part of a community.
- [Click here for more resources](#)

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# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### HIGH SCHOOL

- The school calendar will be consistent with that adopted by the School Board for the current school year unless conditions change.
- In-person instruction will be provided at schools for students who are able to follow the guidelines concerning face coverings and social distancing. Students will participate in remote learning from home during school days when they are not on site.
- A remote instruction option is available to families who may feel more comfortable having their student remain at home.

### LARGE GROUP GATHERINGS

The following activities will not occur in a face-to-face setting until further notice:

- Freshman Orientation
- Open House
- Registration
- Building Fundraisers/ PTO-sponsored Events
- Parent-Teacher Conferences
- Picture Day
- Athletic Events/ Competitions
- Other large gatherings of clubs or organizations
- Performing Arts Productions

### FIELD TRIPS

- All study trips are suspended until further notice
- College visits will be at the discretion of families.
- When field study trips resume, they must be reviewed prior to seeking approval and fit the following guidelines:
  - Bus seating to follow the same morning and afternoon guidelines for all study trips.
  - Students are required expected to wear a face covering during the study trip experience when social distancing cannot be maintained.
  - Parents will have full discretion if their child attends a study trip.
  - Chaperones for study trips will follow safety guidelines.

### PASSING PERIODS

- Students are required to wear a face covering while in the hallways.
- Passing periods may be adjusted, and flexibility will be given to students using this time for increased hygiene protocols.
- Schools are coordinating schedules to reduce hallway traffic and large group gatherings.

### RESTROOMS

Principals in collaboration with their building custodians should identify the capacity of a restroom for number of students that can use it and maintain six feet of distance. This number should be marked outside the restroom.





# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### STUDENT ACTIVITY BREAKS

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### ATTENDANCE

- Daily attendance is a vital part of student success. Parents will need to make sure to contact your student's office daily if student is not able to participate in their hybrid learning opportunity. Non-participation in these activities can lead to students required to participate in an intervention plan.

### SOCIAL AND EMOTIONAL SUPPORTS

Teachers will give developmentally appropriate lessons to ensure understanding of COVID safety protocols, relationship building, managing difficult emotions and school expectations.

- Assistance will be provided for students needing additional support.
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# QUINCY SCHOOL DISTRICT

## Reopening Handbook

### STUDENTS WITH DISABILITIES

The Reopening Plan will be followed by all students and staff, however, there are certain additional precautions that may be put into place for students with Individual Education Plans (IEP's) or Section 504 Plans.

#### SPECIAL EDUCATION SUPPORTS

The Special Education Department will consistently keep families posted as to the status of when students may be able to enter school settings again. We want to make certain face to face exposure is a safe for both your children and our staff members. When COVID-19 numbers are reduced to a minimal number, the health department will guide us to a point where we can allow students with special needs to return to a school setting. We will let all families know well in advance when students can safely enter schools again so you are able to prepare your children and families for in person instruction.

- Special Education teachers will be using synchronous (real time) and asynchronous (previously recorded) videos for students who are on IEPs.
- In the event the Special Education Team feels the IEP minutes or content of the IEP need to be revised, an IEP revision or new annual IEP will be completed by the team. This includes appropriate members i.e., Special Education Teacher, Parent, General Education Teacher, Administration and Related Services provider (if student qualifies for a related service).
- If lessons can be synched between the General Education Teacher and Special Education Teacher, we will co-teach the lessons. We will however make certain that the individualized specially designed instruction is done by the Special Education Staff while we are in a remote setting.
- QSD support staff such as Speech, OT, and PT will provide in-person and virtual therapy to students on their caseload
- If at any time parents have questions they can freely contact any provider their student has been assigned to.

#### HIGHLY CAPABLE

Students identified for highly capable services in grades K-5 meet with enrichment teachers for differentiated supports in ELA and Math, as needed. Students in grades 6-12 have the opportunity to select courses at varied levels of challenge, based on their interest and needs, and advisory teachers check-in with students to make sure their individual needs are being met.

#### FACE COVERINGS

All students are required to follow the Reopening Plan guidelines. In the event that a student may not be able to wear a mask in accordance with the guidelines set forth by Quincy School District, parents will need to determine with their healthcare provider if their student is able to attend school on-site. If not, remote learning should be considered.



# QUINCY SCHOOL DISTRICT

## Reopening Handbook

- If the student is not able to wear a face covering or shield due to their disability and/or health condition, the building team will need to hold a Multi-Disciplinary Team (MDT) meeting to determine what accommodations or strategies need to be put in the student's IEP. This IEP revision will need to take place prior to the student attending school.
  - If a student does not have a facemask waiver from GCHD and is not able to be compliant with wearing a face covering, the student will need to remain in a remote learning environment. The MDT will determine if the student is in need of remote practice sessions to desensitize them to wearing a face covering or a specific behavior intervention plan regarding the wearing of a face covering. As an MDT, we will look at these cases very closely on an individual basis to ensure each student with a disability is discussed in relation to their disabilities and cognitive level when making any determination. These determinations will be placed in writing, with a meeting. All team members and signatures will be required. This also may include revising individual student's IEPs.
  - District personnel will need to be aware of students (both on an IEP and not) who choose to leave classroom settings without warning in order to avoid, escape or move throughout the school. Parameters from each team will need to be put in place for these students as we do not want people traveling throughout the school daily. If the student(s) have a proximity paraeducator, the paraeducator will be responsible to guide the student(s) back to the classroom setting as quickly as possible. If the student's needs a break, outside placement would be our best option until the weather begins to get colder.
- For situations that fall outside of the two examples listed above, building administrators will work with the Support Services Department to determine what steps need to be taken. This can include but not be limited to plexiglass screens and/or barriers of some sort that complies with Grant County and Quincy School District Health regulations.

### IEP AND 504 MEETINGS

- Any meeting with teachers and staff will be held remotely or via teleconferencing, if possible. A plan for getting any required signatures will be agreed upon with the entire team when in the meeting. This can include a verbal agreement by the team as well as case managers mailing signature pages home for parents to sign and return within a reasonable amount of time.
- If a parent does need to meet face-to-face with teachers and staff, all participants will be required to wear face coverings. If they bring their children with them, the child will also be required to wear a face covering. If the child is unable to do so, a remote meeting will be held.
- Families will need to follow building safety protocols when entering a school.

### RESOURCE PROGRAMS AND THERAPIES

- Services will continue to the fullest extent possible in the general education classroom. A shift in collaborative planning, scheduling and teaching will need to be put in place by the Special Education Teacher and the General Education Teacher (if appropriate, paraeducator(s) will also participate in this series of planning).
- For services provided outside of the general education classroom, students will be grouped with their current cohort group.
- All teachers and staff working with individual or small groups of students will be required to wear a face covering.
- Social distancing will take place as much as possible.



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### **TRANSITION STUDENTS/INTERNSHIPS/JOBS**

- Students will continue to participate in transition activities, internships and jobs, as long as health and safety protocols can be followed.
- The school will make contact with the student's place of employment to be aware of their COVID procedures and what protections are required of employees. This will be done by each student's case manager.
- Students may continue with their jobs if employers are allowing. If parents do not agree with continued participation, the student's IEP will need to be revised to reflect the change in services.
- Bus cleaning protocols will be followed.

### **PROGRAM CLASS UPDATES AND PRECAUTIONS (FAP, LIFESKILLS, CFL, FIATS)**

- Students who participate as a high school peer tutor will be asked to wear a face covering.
- Instructional assistants and teachers will wear a face covering or a shield at all times. High school teachers will rotate to the different classrooms, while students will remain in one room as much as possible.
- Outdoor learning opportunities will be utilized.

### **SENSORY ROOM PROTOCOLS**

- Items that are not easily cleaned will be removed (i.e. upholstered furniture, pillows, bean bags, etc.)
- It is recommended that each student have their own basket of sensory items

### **QSD DEVELOPMENTAL PRESCHOOL**

When determined appropriate, preschool students will attend 1 day a week from 90 minutes taking into account all QSD COVID safety protocols.



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### MITIGATING THE SPREAD

Quincy School District continues to monitor the spread of COVID-19. With more than 3,500 students and employees, we all play an important role in minimizing the risk and impact to each other and our operations. The health and safety of students and staff is our top priority. As a result, QSD Schools will implement a variety of measures to keep everyone as safe as possible.

[Please click here to view the QSD Staff Health and Safety Procedures Fall 2020](#)

#### FACE COVERINGS

All students and staff are required to wear a face covering at all times. QSD will provide one (1) washable face mask to each staff if requested. Disposable and KN95 masks will be provided to staff who are required per L and I guidelines. Face coverings, face mask or any other personal protective equipment as required by DOH will be enforced by building staff and administrators. Link these documents here: <https://www.lni.wa.gov/safety-health/preventing-injuries-illnesses/hazardalerts/HazardAlertCOVIDHealthCare.pdf> and <https://www.k12.wa.us/sites/default/files/public/communications/Employer-Health-and-Safety-Requirements-for-School-Scenarios.pdf>

QSD Schools will provide one (1) washable face mask to each student if requested. Families are encouraged to provide their student(s) with their own face covering. Face masks must have multiple layers and fully cover the nose and mouth. Masks will be worn :

- on the buses
- during passing periods
- in the restrooms
- in classrooms
- entering and exiting school buildings

*Face shields will be available to selected staff and may be required for some*

#### SCREENING PROCEDURES

##### STUDENTS

*It is the expectation that parents and guardians to send healthy students to school each day.*

- Prior to each school day, families will complete a [daily wellness screening form](#) indicating their child(ren) do NOT exhibit the following symptoms:
  - Fever 100.4°F/38°C or higher
  - Chills
  - Cough
  - Shortness of breath/difficulty breathing
  - Fatigue
  - Sore Throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
- Students who do not arrive with a signed wellness screening form will be placed in a holding area until parents can be reached.
- Students who exhibit any of the above symptoms upon arrival will be held in an isolation room until parents can arrive to come get them. [This room will be supervised by personnel with appropriate personal protective equipment per Employer Health and Safety Requirements for School Scenarios.](#)





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### STAFF

- Staff will participate in a screening process prior to coming to work each day, assessing whether they should stay home from work.
- Should a staff member not be working on any given day, protocols in place will determine whether COVID testing and/or quarantining is necessary, per the [Grant County Handling Suspected, Presumptive, or Confirmed Cases of COVID 19 Flow Chart and Protocol](#).

### **SOCIAL DISTANCING**

- Furniture will be spaced a minimum of 6 feet apart with students facing the same direction and social distancing will be enforced for students and staff.
- K-5 students will be supervised whenever moving through the building as a cohort group.
- Students will stay in homeroom cohort groups.
- Staff social gatherings such as holiday parties, baby/wedding showers, staff potlucks, etc. are not allowed at this time

### **COVID RESPONSE PROTOCOLS**

Plans and procedures have been developed in collaboration with the Grant County Health Department (GCHD), Washington State Department of Health and the Washington Office of the Superintendent of Public Instruction (OSPI). These guidelines may change as we receive more information throughout the school year. Please be patient and flexible.

### EXHIBITING COVID SYMPTOMS

- If a student or staff member presents with symptoms consistent with COVID-19, the individual will be sent home and the [Grant County Handling Suspected, Presumptive, or Confirmed Cases of COVID 19 Flow Chart and Protocol will be followed](#).

### CONTACT TRACING

Quincy School District will immediately contact GCHD upon learning of a positive COVID case among student body or staff. GCHD will lead contact tracing and case investigation in consultation with QSD.

### SCHOOL CLOSURE

Decisions on whether part of a school or an entire school will need to close will be made in consultation with GCHD as part of the contact tracing and case investigation. These decisions will depend on how the student cohorts and the movements of the ill individual. According to the Centers for Disease Control and Prevention (CDC), schools MAY need to close for a period of time, but the case investigation will ultimately determine the most appropriate actions.

### **COVID TRAINING**

All staff will be provided training on safety protocols related to the prevention and transmission of COVID and the proper hygiene protocols necessary for prevention by completing Safe Schools online training modules. In addition, staff will be trained in the appropriate mitigation procedures for their assigned program or workplace setting.



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School nurses will provide additional training for all staff members that participate in screening or assisting potentially ill students as per [Employer Health and Safety Requirements for School Scenarios](#).

[Health and safety protocols for QSD staff](#)

[Health and safety protocols for student or parent in person visits during remote learning](#)

### SCHOOL VOLUNTEERS AND GUESTS

The following school visitor/volunteer activity is **suspended** until further notice:

- Lunch Visitors
- Classroom Volunteers

The following service providers will be **permitted** to visit buildings, but must follow and meet all health and safety protocols:

- Mentors
- Vendors
- Contractors
- Guest Speakers
- Mental Health Providers
- City of Quincy after school programs
- Youth Athletics
- College Reps/ Armed Forces/ College Recruiters
- Student Teachers

*Buildings will communicate plans for entry points*



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### FACILITY MODIFICATIONS

#### PROTECTIVE BARRIERS

Plexiglass barriers may be installed in selected locations throughout the buildings to provide another layer of protection to support healthy interactions.

#### DISINFECTING AND SANITIZING

- Day and Night custodians will be making sure all areas are cleaned, disinfected and sanitized daily and as needed during the school day.
- Restrooms – Will be disinfected on an hourly schedule while students and staff are present.
- Classrooms – In addition to daily custodial cleaning, teachers will be supplied with a disinfectant spray bottle and paper wipes to be used during class time and during class break times so they can wipe touch points when possible.
- Touch points – Custodial staff will emphasize cleaning and disinfection of touch points. Touch points include:
  - Door Hardware
  - Doors
  - Window areas that are commonly touched
  - Handrails
  - Paper towel and toilet paper dispensers
  - Desktops (student and teacher)
  - Sink faucets and sinks
  - Urinals, toilets and their hardware (Flush valves and handles)
  - Counter tops
  - Bathroom floors and shower room stalls

#### SIGNAGE

Signage will appear in building entrances, hallways, cafeterias and restrooms to encourage wearing masks, hand hygiene, and social distancing.



#### WATER BOTTLE FILLING STATIONS

All water fountains will be turned off in the buildings. Water bottle filling stations will still be accessible to provide students and staff with access to water throughout the day.



#### HAND SANITIZER STATIONS

In addition to hand sanitizer being available to students and staff in classrooms, all buildings have been equipped with free-standing hand sanitizer stations that can be placed where administrators feel they are most useful.



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### **COVID ISOLATION ROOMS**

There will be a separate, designated area created in all buildings for anyone who presents signs or symptoms of COVID-19 to remain until they can be picked up to go home.

### **BUILDING VENTILATION**

All buildings will open with new, clean air filters. As standard practice, air quality will be continuously monitored. Classrooms have individual air handling units in place with Merv 13 filters that will be changed quarterly. Outside air flow will be increased in accordance with the CDC guidelines. Outside air dampers will be adjusted to allow maximum outside air flow into the classrooms. HVAC schedules will be lengthened to allow for more exchanges of air in the buildings.



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### STUDENT TRANSPORTATION

- Students are required to wear a face covering on the bus.
- Students are required to have their parent signed wellness form to get on the bus.
- If a student does not have a face covering while riding the bus, a mask will be provided by the driver.
- If a student repeatedly does not have a face covering, notification to the family will be made.
- Drivers will monitor students (as safely as possible) to ensure all students are wearing a face covering while riding the bus.
- Considerations will be made for students with sensory issues that would prevent them from wearing a face covering or face shield.

#### SEATING ON THE BUS

- Students will have assigned seats. This assignment will be based on the student's morning bus stop. Families will be seated together when possible.

#### BUS DROP-OFF

To limit further contact exposure, building administrators may use multiple entry points into the building from the bus parking area. Students will need to show their parent health attestation form at the designated screening entry points and will have their temperatures taken as well. Students that do not have their attestation paper will need to be moved to a holding area until parents can be contacted.

#### BUS SANITIZATION

- All buses will be deep cleaned and disinfected prior to the start of the school year.
- Buses will be disinfected after morning and afternoon routes.
- High-touch areas in the bus will be cleaned throughout the day.

#### CAR DROP-OFF/ PICK-UP

- Traffic patterns around each school building will be monitored for issues associated with an increase of student car riders.
- Multiple entry points into the building may be assigned to encourage social distancing.
- Students are required to wear a face covering when entering and exiting the building.





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### FOOD SERVICE

#### REMOTE LEARNING

- Breakfast and lunch will be served from 10:30am – 12:30pm Monday - Friday at the following locations: QHS, QMS, GEOE, MONE, MTE, PIOE, ALE, and 3 bus routes.
- Students age 0 – 18 eat free.
- Weekend Meals are served on Friday for Saturday and Sunday.
- Parents can pick up meals without their students present.

#### HYBRID LEARNING

- Students age 0 – 18 eat free.
- Weekend Meals are served on Friday for Saturday and Sunday.
- Students will wash their hands prior to breakfast and lunch.
- Students are required to wear a face covering while in the serving line.
- Face coverings may be removed once students are seated and ready to eat.
- Floor decals have been installed to help students maintain social distancing while in the serving line at secondary schools.
- Food choices will be streamlined and safely packaged. Choices will still include hot and cold options.
- All food and beverage items, including condiments and utensils will be served by cafeteria staff to reduce high-touch points.
- All meals will be served on disposable trays.
- Breakfast will be served by cafeteria staff.
  - K – 5 students will take both breakfast and lunch home with them to eat. Students will not be eating meals while at school.
  - 6 – 12 students will eat breakfast in classrooms or other designated areas that allow for social distancing. They will eat with their homeroom cohort group of students and will not be able to mix with other groups of students.
- Lunch will be served by cafeteria staff.
  - K – 5 students will take both breakfast and lunch home with them to eat. Students will not be eating meals while at school..
  - 6 – 12 students will eat lunch in classrooms or other designated areas that allow for social distancing. They will eat with their homeroom cohort group of students and will not be able to mix with other groups of students.
- Barcode scanners and rosters will replace touch keypads at all grade levels.
- Cafeteria staff will always be required to wear a face covering.
- All cafeteria tables and serving lines will be cleaned between lunch periods.



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### THE ROLE OF FAMILIES

As we plan for a return to school, students may feel a bit of anxiety or fear about all of the changes. Teachers and staff will do their best to make sure that families are aware of the procedures and safety protocols to help prevent the spread of COVID-19. Listed below are some resources that may be helpful and be on the lookout for videos and new information as we get closer to the start of school.

- Begin talking with your child now about what some of the changes might be when they return to school.
- Be mindful of how you talk about the return to school. [Click here for resources to help you with that conversation.](#)
- Talk with your child about the different strategies they can practice that will help keep them safe. Explain social distancing and the why behind wearing a mask and hand washing. [Click on the following links for additional resources to help your child. COVID-19 Safety Tips.](#)
- Help your child increase their comfort level around wearing a face covering by having them practice at home. Start out by having them wear the mask for short periods of time and gradually increase this.
- Help your child get back into a regular school routine by instituting earlier bedtime and wake time routines at least one week before school starts.

It would not be unusual for your child to display some out of characteristic behaviors, these behaviors could look regressive in nature or look like behavior concerns. Do your best to approach these behaviors in a supportive, yet consistent manner.

As always, we are here to support you and help make this a smooth transition, please reach out to your child's school counselor if you have concerns or questions.



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### LINKED RESOURCES

- [10/27 Frequently Asked Questions](#)
- [Grant County Handling Suspected, Presumptive, or Confirmed Cases of COVID 19 Flow Chart](#)
- [Employer Health & Safety Requirements for School Scenarios](#)
- [Daily Wellness Screening Form](#)
- [PPE Transmission Risk Levels](#)