



QSD Fall 2020 REMOTE LEARNING MODEL REOPENING PLAN

20 21

The decision to begin the 2020-2021 school year in remote learning, rather than in-person instruction, is understandably prompting numerous questions from parents, students, and staff. Although work is still in progress, at this time we can provide more information about the new Remote Learning Model.

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

- More equitable access to learning
- Improved supports for all
- Increased opportunities for academic growth
- 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">• Chromebooks and earbuds to all students• Improved synchronous tools (Google Meet works better with Chromebooks)• Hotspots available to all who need them• District will individually problem-solve with families for whom hotspots do not solve connectivity issues |
| 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. |

IMPROVED SUPPORTS FOR ALL

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

INCREASED OPPORTUNITIES FOR ACADEMIC GROWTH

| | LAST SPRING | FALL REOPENING |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TIME IN LEARNING | <ul style="list-style-type: none"> PreK: 30 minutes Gr. K-1: 45 minutes Gr. 2-3: 60 minutes Gr. 4-5 90 minutes Gr. 6-8: 20 min./class (2.5 hours) Gr. 9-12: 30 min./class (3 hours) | <ul style="list-style-type: none"> 180 days of instruction Averaging about 5.7 hours of learning daily 28.5 hours/week 1027 hours annually |
| DELIVERY OF INSTRUCTION | <p>Primarily via short, recorded videos</p> | <p>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.</p> |
| MEETING INDIVIDUAL NEEDS OF STUDENTS | <ul style="list-style-type: none"> 1-2x/week Zoom meetings with interventionists to support differentiation of content provided in Choice Grids Special Education primarily provided individual packets for students | <ul style="list-style-type: none"> 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. Interventionists and special education teachers will have direct access into all teachers' Google Classrooms for more direct collaboration, monitoring, and support for students |

Continued...

INCREASED OPPORTUNITIES FOR ACADEMIC GROWTH

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

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

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- Prevention-Extension/Targeted Work |
| 1:50-2 | Break |
| 2-3 | Period 4 - Synchronous & Asynchronous Work Time |
| 3-3:20 | Period 4 - Intervention-Extension/Targeted Work |

SAMPLE REMOTE LEARNING SCHEDULES CONTINUED

QUINCY HIGH SCHOOL

Fall Quarter Remote Learning Schedule (Tue-Fri)

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

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"> Elementary uses Edgenuity Secondary uses Apex Learning | 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. |
| <p>Staff meet weekly with students and families to plan the weeks activities through a learning plan and required hours. (28 per wk.)</p> <hr/> <p>Daily support available from 7:30 a.m.-8 p.m.</p> | <p>Learning through student interests and internships.</p> <p>*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.</p> | Staff work with families to develop lessons to support and monitor progress. | Daily support available from 7:30 a.m.-8 p.m. |

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.

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

At this time we are working with a team to discuss and plan how to adequately meet our students' needs in the highly capable program.

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.
- 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 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 Departments 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](#).