

# QUINCY PUBLIC SCHOOLS



## Fall 2020 Comprehensive Reopening Plan

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# Executive Summary

Enclosed within this document is the 2020 reopening plan for Quincy Public Schools. Throughout the spring and summer months the Superintendent's Leadership Team along with principals, administrators, and the Reentry Task Force have spent countless hours developing a plan that places student and staff safety at the forefront, while also maximizing students' educational opportunities.

Quincy Public Schools is currently proposing a phased in Hybrid approach beginning with students in Pre-Kindergarten through grade 3. Details of the phased in approach are as follows

- Students in Pre-Kindergarten through grade 3 will begin school on September 16th following the Hybrid Model detailed below (*please note that September 16th is a Wednesday, therefore students in cohort B will begin in-person learning on Thursday, September 17, 2020. Students in cohort A will begin in-person learning on Monday, September 21, 2020*)
- Students in grade 4 through 12 will begin school on September 16th using the Remote Learning Model detailed below.
- The Quincy School Committee will assess the COVID-19 metrics for Quincy each week to determine the starting date of the transition to the Hybrid Model for additional grade levels.

Through the use of both qualitative and quantitative data, input from all stakeholders and considering the significant health and safety issues facing districts today, we have outlined three comprehensive models (In-person Learning Model, Hybrid Learning Model, and Remote Learning Model). The district is prepared to transition from one model to another as necessary based on fluctuations in COVID-19 cases throughout the city.

## Instructional Models



### In-Person Learning Model

In order to accommodate current student enrollment, full, in-person instruction would need to adhere to a 3-foot physical distancing model. Students will follow their regular schedule to the greatest extent possible.

Students in elementary school will remain in self-contained groups throughout the day with art, music, and physical education pushing into the classroom. Special education and English language education will push in as much as possible. Lunch would be served in the classroom.

At the middle school level students will remain in cohorts in the same physical classroom throughout the day and teachers would rotate in per academic subject. Special education and English language education will push in or pull out depending on a student's individual schedule. Lunch would be served in the classroom.

At the high school level students would be scheduled into cohorts as much as possible. Classrooms will be clustered so that students will not travel out of designated parts of the building. For example: an ELA, Math, Science, and Social Studies teacher with common groups of students will be located in adjoining or nearby rooms. Students may need to travel outside the cluster for some classes (e.g., electives). Special education and English language education will push in or pull out depending on a student's individual schedule. Lunch would be served in the classroom.

In Grade 2 and above **face coverings/masks** will be required during the day and on transportation for all students and staff. Students in grades Pre-Kindergarten through Grade 1 will be strongly encouraged to wear masks. Mask breaks will be scheduled multiple times per day.

### **Hybrid Learning Model**

The Hybrid Learning Model will include students returning on a fixed and consistent schedule, either through in-person or remote environments. Students in Grade 1 through Grade 12 will be divided into two cohorts (Monday/Tuesday or Thursday/Friday, Wednesday would be remote for all students).

Pre-Kindergarten and Kindergarten would be half-day cohorts with students coming in-person four days a week (Monday, Tuesday, Thursday, Friday). Wednesday would be a remote learning half-day for all Kindergarten students. Pre-Kindergarten is a 4-day per week program.

At the elementary school level, during in-person instruction, students would remain in self-contained classrooms throughout the day. Lunch would be served in the classrooms. Students working remotely will have scheduled breaks during the day, as well as a lunch break.

At the middle school level, during in-person instruction, students would remain in the same physical classroom during the day and teachers would rotate in per academic subject. Lunch would be served in the classroom. Students working remotely will have scheduled breaks during the day, as well as a lunch break.

At the high school level, during in-person instruction, students would be scheduled into cohorts as much as possible. Classrooms will be clustered so that students will not travel out of designated parts of the building. For example: an ELA, Math, Science, and Social Studies teacher with common groups of students will be located in adjoining or nearby rooms. Students may need to travel outside the cluster for some classes (e.g., electives). Lunch would be served in the classrooms. Students working remotely will have scheduled breaks during the day, as well as a lunch break.

At all grade levels desks will be placed 6 feet apart. In Grade 2 and above **face coverings/masks** will be required during the day and on transportation for all students and staff during in-person instruction. Students in grades Pre-Kindergarten through Grade 1 will be strongly encouraged to wear masks. Mask breaks will be scheduled multiple times per day. Art, Music, and Physical Education and other electives will be provided through a combination of in-person and remote learning models.

Special education and English language education and other services will be done in a combination of remote and in-person instruction. Students in substantially separate programs (CARES, STARS, PASS, Language Development Class, Learning Center, Transitional Kindergarten, GOALS) would be in-person.

### **Remote Learning Model**

The Remote Learning Model will be a combination of synchronous instruction with a mix of asynchronous assignments, activities and projects. The daily schedule will be modeled after a traditional school day. Social-emotional check-ins will be built into the schedule at all grade levels. Students working remotely will have scheduled breaks during the day, as well as a lunch break.

Pre-Kindergarten and Kindergarten students will be assigned one teacher for live synchronous instruction following a half-day schedule. At the elementary level teachers will be paired together (teacher A teaching ELA/Social Studies, teacher B teaching Math/Science). At the middle school level, students will follow a traditional schedule and engage with their core academic teachers throughout the course of the day. At the high school level, students will have access to all of their courses following a block scheduling model.

At all levels, Art, Music, Physical Education and other electives will be provided remotely as part of a students weekly schedule.

Special education, English language education and other services would be prioritized for in-person instruction or provided remotely. Students in substantially separate programs (CARES, STARS, PASS, Language Development Class, Learning Center, Transitional Kindergarten, GOALS) would be in-person.

### **Family Supports & Communication**

District and building administrators will provide regular updates to support our families during this challenging and fluid time. Any changes to the instructional models will be communicated through the Superintendent's Office. All of the plans and any future communications will be posted and available on the Quincy Public Schools website Re-Entry planning page, [www.quincypublicschools.com](http://www.quincypublicschools.com).



# Letter from the Superintendent to the Community



## QUINCY PUBLIC SCHOOLS

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Kevin W. Mulvey, JD  
Interim Superintendent of Schools  
34 Coddington Street, Quincy, MA 02169  
617.984.8766  
kevinmulvey@quincypublicschools.com

Dear Parents/Guardians and School Community Members:

As you know, schools closed in March to protect our students, educators and community from the COVID-19 pandemic. From the moment of school closure, we have invested our time and energy in working vigorously toward the goal of safely reopening. I believe we can all agree that it is critically important that students return to in person learning as soon as possible. What happens in school buildings is an essential part of our students' development on so many levels, including academic, social-emotional, and nutritional. These can never be fully replaced by a virtual environment.

However, the imminent safety and health of students and staff must, and always will be, the first priority. The Department of Elementary and Secondary Education (DESE) concurs with this and has issued guidance to districts on the safe return to school in September. The Quincy Public Schools is required to follow this guidance to ensure that the educational plan for all students is safe and effective. Therefore, the Quincy Public Schools is committed to the following:

First, the district shall follow Massachusetts and CDC guidelines for schools, which stress the importance of handwashing, physical distancing, and cloth face coverings. Face coverings must be worn by all staff and students (Grade 2 and above), particularly when physical distancing is not possible. We cannot stress this enough and all members of the school community, except those staff members and students who are exempt due to a health condition or disability, will be required to wear masks.

Second, the Quincy Public Schools will adhere to all protocols instituted by local and state health officials for addressing a COVID-19 positive case within the school system. These protocols stress several elements, including student, staff and family communication assurances that a process is in place to notify the school community of a positive test and collaborate with the local health department to activate contact-tracing procedures. The Quincy Health Department, in cooperation with the Quincy Public

Schools, will provide written notification to all identified contacts and provide quarantine information as appropriate.

For all matters regarding quarantine, exclusion, and return to school for persons with a positive test for COVID-19 and those who had close contact, the Quincy Public Schools will follow instructions from the Quincy Health Department.

Third, The Quincy Public Schools will meet a series of benchmarks before reopening, including:

- Incorporate equity as a component in the reentry plan so that all schools provide students with the opportunity to make comprehensive educational progress;
- Fully support the social, emotional and nutritional well-being needs of all students;
- Identify learning gaps;
- Follow and maintain the Massachusetts Curriculum Frameworks and Career Ready Standards;
- Adhere to components of IDEA, Section 504 of the Rehabilitation Act, and ADA;
- Adopt and follow health procedures outlined by the MDPH, and CDC, including cleaning and sanitization;
- Ensure safe transportation for students;
- Ensure an accurate system for tracking attendance;
- Follow the DESE guidance for interscholastic athletics and extracurricular activities.

As we reimagine our school community this fall, we remain committed to building a system that will deliver education safely and effectively to each student with educational equity and educational justice as the cornerstones. As always, we will be resolute in our approach on equity by providing rigorous learning opportunities to those who need it most. This includes a special focus on special education students, English learner students, economically disadvantaged students, students who do not have access to the internet, and those students who will need to avail themselves of the emergency school meal program to ensure that no child goes hungry. The Quincy Public Schools is well prepared to meet the challenges that the COVID-19 crisis has brought to our school system, its students and families.

I want to thank the Mayor and School Committee for their commitment to ensuring that we maximize the use of federal funding to help those students and families most affected

by the COVID-19 pandemic. Specifically, these funds ensure that more students will have access to remote learning and the technology needed to support this. We know that long-standing gaps in educational opportunity and access have been further exposed and widened by the COVID-19 pandemic. Our goal with these resources is to give support and flexibility to educators so they can focus on and prioritize students most impacted during the crisis.

I fully appreciate the wide range of input we have received from the thirty (30) plus focus groups our stakeholders, educators, parents, and students participated in over the last few weeks. The feedback from these focus groups has been critical in our planning for school reentry in September. The reopening of schools is a deeply personal issue. I hear every day from those who passionately demand that schools be fully reopened, as well as those who are adamant in appeals for only virtual learning. In striking a balance, the district is offering an approach that we hope will lead to more in-person school time. This approach includes a phased in hybrid learning model, combining in person learning with remote learning. The first phase beginning on September 16, 2020 will include full in-person learning five (5) days per week for all high needs students. The first phase will also have Pre-Kindergarten to Grade 3 students begin the hybrid learning model as described in the District's Comprehensive School Reentry Plan. All other students during the first phase of the reentry plan will be assigned to the remote learning plan. The district will also provide a full remote learning model for those parents who do not wish to have their students return to in-person learning until the COVID-19 epidemic has subsided. The School Committee will review state and local safety metrics weekly and determine when additional phasing of students into school can take place.

What happens in the weeks ahead is largely dependent upon each of us. It is essential that we take all necessary precautions to keep each other safe. It means wearing masks, washing hands, and being honest about health assessments, staying home, and quarantining when necessary.

Parents and guardians will be our strongest allies by conducting daily symptom checks and providing extra vigilance to help ensure that healthy children are boarding school buses and entering school buildings.

As we experienced in the spring, parents will be left, at times, with the impossible task of coordinating work schedules with virtual learning. We will need to be reliant on family members, childcare providers, youth centers, and other partners to assist families through this process. Again, we will rely on every available resource to ensure that Quincy's children have full access to the quality, effective and safe education they deserve.

The task of educating every child in Quincy during these unprecedented times is extremely challenging. It will require the combined efforts of parents, students, educators, administrators, government, business and stakeholders. Together, I am hopeful that we will support, protect, inspire, and empower the entire school community.

I would like to take this opportunity to thank the members of the Quincy Public Schools Reentry Task Force. The Task Force has been working tirelessly and meeting regularly in an effort to navigate through all the return to school options. The Task Force's goal is to design a reentry plan that is most importantly safe for students and staff, while also designed to maximize our students' potential to learn, mitigate or prevent any learning regression and support students' social and emotional wellbeing. This comprehensive reentry plan strives to meet all of these goals and strikes a balance between the priority of maintaining student and staff safety with the important need for in person learning.

Lastly, I want to thank the entire school community in advance for your patience and collaborative approach during this very challenging time.

Sincerely,

A handwritten signature in black ink that reads "Kevin W. Mulvey". The signature is written in a cursive style with a large, sweeping flourish at the end of the name.

Kevin W. Mulvey, J.D.  
Interim Superintendent of Schools

# State Guidance on the Reopening of School

On June 25, 2020, Commissioner Riley released the Department of Elementary & Secondary Education (DESE) [Initial Fall Reopening Guidelines](#). Along with the health and safety guidelines listed below, DESE charged school systems with developing a comprehensive return to school plan that addresses three possible learning models for this fall: in-person learning with new safety requirements, a hybrid of in-person and remote learning, and the continuation of remote learning to ensure continuity of learning throughout the school year. Additionally, districts were also required to create a focused plan for special populations, including English Language Learners and Students with Disabilities.

DESE also provided districts with a clear set of health and safety requirements for in-person learning this fall:

- All students in Grades 2 through 12 are required to wear face-masks in school.
- All staff are required to wear face masks while in school.
- Students and staff should maintain a physical distance of three to six feet.
- Students in elementary school should remain in the same group throughout the day.
- Students in middle and high school should be grouped into cohorts as much as possible.
- Students and staff with a disability, illness, or pre-existing condition that does not allow them to wear masks may be exempt from wearing masks.

Additional guidance continues to be released by DESE and includes guidance on [Facilities](#) and [Transportation](#), [Remote Learning](#), and [Comprehensive Special Education Guidance for the 2020-21 School Year](#). This additional guidance will be addressed in the sections of the plan included below.

Quincy Public Schools shares the goal of the Department of Education for this fall; the **safe** return of as many students as possible to an in-person setting. Outlined in the plan below are the comprehensive plans we have developed to ensure that all of our students are provided with the opportunity to maximize their learning experience.

## Fall 2020 QPS Reentry Communication Plan

Throughout the spring and summer months, Quincy Public Schools has collected a variety of feedback from our stakeholders so that we may better understand the concerns and questions of our school communities. Below is a listing of the student, parent and staff focus groups that were held during the month of July. In order to access the notes from these meetings please go to [www.quincypublicschools.com](http://www.quincypublicschools.com).

### Parent/Guardian Focus Groups **COMPLETED**

Group	Dates	Times	Google Meet Link
<i>Parents/Guardians of Grades 9-10 students</i>	July 13, 2020	10:00 A.M.	<a href="https://us02web.zoom.us/j/84378761712?pwd=S0hiRzR0dEkzdZzVmRTRFBYaXR1dz09">https://us02web.zoom.us/j/84378761712?pwd=S0hiRzR0dEkzdZzVmRTRFBYaXR1dz09</a>
		6:00 P.M.	<a href="https://us02web.zoom.us/j/86885065879?pwd=bDVucG94dEQvSHBGTHloYm9oUEo4UT09">https://us02web.zoom.us/j/86885065879?pwd=bDVucG94dEQvSHBGTHloYm9oUEo4UT09</a>
<i>Parents/Guardians of Grades 11-12 students</i>	July 14, 2020	10:00 A.M.	<a href="https://us02web.zoom.us/j/83583503281?pwd=ZkM2Y1J2VVQwRnBMM2ZNQXRER2hjUT09">https://us02web.zoom.us/j/83583503281?pwd=ZkM2Y1J2VVQwRnBMM2ZNQXRER2hjUT09</a>
		6:00 P.M.	<a href="https://us02web.zoom.us/j/82695497857?pwd=ZEdpaWJLUlhnNXdMWDFpaldJREp3Zz09">https://us02web.zoom.us/j/82695497857?pwd=ZEdpaWJLUlhnNXdMWDFpaldJREp3Zz09</a>
<i>Parents/Guardians of Grades 6-8 students</i>	July 15, 2020	10:00 A.M.	<a href="https://us02web.zoom.us/j/82276434234?pwd=NnMwZVZkc0dHLzNZRWIpdINEdU9jUT09">https://us02web.zoom.us/j/82276434234?pwd=NnMwZVZkc0dHLzNZRWIpdINEdU9jUT09</a>

		6:00 P.M.	<a href="https://us02web.zoom.us/j/84619460699?pwd=dHhPaXNCVzhZb3NVTERTSdg5Q0g4Zz09">https://us02web.zoom.us/j/84619460699?pwd=dHhPaXNCVzhZb3NVTERTSdg5Q0g4Zz09</a>
<b>Parents/Guardians of Grades 1-5 students</b>	July 16, 2020	10:00 A.M.	<a href="https://us02web.zoom.us/j/88170571825?pwd=cU4ySTMzeG9zUng1MW1CZzRZRnJidz09">https://us02web.zoom.us/j/88170571825?pwd=cU4ySTMzeG9zUng1MW1CZzRZRnJidz09</a>
		6:00 P.M.	<a href="https://us02web.zoom.us/j/82657143771?pwd=RIZpRHdqQ3AzL1BSQVJPWHhhR2IKQT09">https://us02web.zoom.us/j/82657143771?pwd=RIZpRHdqQ3AzL1BSQVJPWHhhR2IKQT09</a>
<b>Parents/Guardians of Pre-Kindergarten and Kindergarten students</b>	July 20, 2020	10:00 A.M.	<a href="https://us02web.zoom.us/j/88926963322?pwd=SURqYTZrMFE5bmZTNVB YckRFT3NjZz09">https://us02web.zoom.us/j/88926963322?pwd=SURqYTZrMFE5bmZTNVB YckRFT3NjZz09</a>
		6:00 P.M.	<a href="https://us02web.zoom.us/j/83766722056?pwd=Y1IMdHhJQUZzTElnQTdY ZnZWL0hIUT09">https://us02web.zoom.us/j/83766722056?pwd=Y1IMdHhJQUZzTElnQTdY ZnZWL0hIUT09</a>
<b>QPAC parent meeting</b>	July 23, 2020	6:00 P.M.	<a href="https://us02web.zoom.us/j/82536575640">https://us02web.zoom.us/j/82536575640</a>
<b>Citywide Parent Council meeting</b>	July 20, 2020	7:00 P.M.	<a href="https://mit.zoom.us/j/98351671187">https://mit.zoom.us/j/98351671187</a>
<b>All Grades</b>	July 22, 2020	10:00 A.M.	<a href="https://us02web.zoom.us/j/82899383439?pwd=SE9Yb1FLbGZuZVI6bm1Xc1lyT0Q4Zz09">https://us02web.zoom.us/j/82899383439?pwd=SE9Yb1FLbGZuZVI6bm1Xc1lyT0Q4Zz09</a>

		6:00 P.M.	<a href="https://us02web.zoom.us/j/89432840976?pwd=K2Zzc2Roc1dmOG5FNnBITk1jYU9WZz09">https://us02web.zoom.us/j/89432840976?pwd=K2Zzc2Roc1dmOG5FNnBITk1jYU9WZz09</a>

## Student Focus Groups **COMPLETED**

Group	Dates	Times	Google Meet Link
<i>Grades 6-8 Students</i>	July 15, 2020	2:30 P.M.	<a href="https://us02web.zoom.us/j/89303209166?pwd=VWVJcFIRNjVickV3cmYm1oZXRYdz09">https://us02web.zoom.us/j/89303209166?pwd=VWVJcFIRNjVickV3cmYm1oZXRYdz09</a>
<i>Grades 9-10 Students</i>	July 16, 2020	2:00 P.M.	<a href="https://us02web.zoom.us/j/87441659703?pwd=cFF3a3QvMTZLUDJnRmNWV0waGx3dz09">https://us02web.zoom.us/j/87441659703?pwd=cFF3a3QvMTZLUDJnRmNWV0waGx3dz09</a>
<i>Grades 11-12 Students</i>	July 16, 2020	3:30 P.M.	<a href="https://us02web.zoom.us/j/88330852486?pwd=M0hUQ1puc3I4VIA3MXQ4SWFuTzUwZz09">https://us02web.zoom.us/j/88330852486?pwd=M0hUQ1puc3I4VIA3MXQ4SWFuTzUwZz09</a>

## Task Force Meetings

Group	Dates	Times	Google Meet Link
<i>Task Force Team</i>	July 7, 2020 July 14, 2020 July 17, 2020 July 21, 2020 July 23, 2020	3:00 P.M. 3:00 P.M. Noon 3:00 P.M. 11:00 A.M.	<a href="https://meet.google.com/nst-zuhr-suo">meet.google.com/nst-zuhr-suo</a>



	July 28, 2020 August 3, 2020 August 4, 2020 August 11, 2020 August 18, 2020 August 25, 2020	3:00 P.M. 10:00 A.M. 3:00 P.M. 3:00 P.M. 3:00 P.M. 3:00 P.M.	

## School Staff Focus Groups **COMPLETED**

Group	Dates	Times	Google Meet Link
<b>Principal Team Meeting: Elementary School</b>	July 10, 2020 July 17, 2020 July 24, 2020 July 31, 2020	9:00 A.M.	<a href="https://meet.google.com/zrn-iyvo-htw">meet.google.com/zrn-iyvo-htw</a>
<b>Principal Team Meeting: Middle &amp; High School Principals</b>	August 14, 2020 August 21, 2020 August 28, 2020 September 4, 2020	10:30 A.M.	<a href="https://meet.google.com/nza-cikv-baf">meet.google.com/nza-cikv-baf</a>
<b>High School Department Heads Team</b>	July 13, 2020	12:00 P.M.	<a href="https://meet.google.com/tjw-hdww-wjm">meet.google.com/tjw-hdww-wjm</a>
<b>High School Educators</b>	July 13, 2020	1:30 P.M.	<a href="https://meet.google.com/kjj-vxvk-tjf">meet.google.com/kjj-vxvk-tjf</a>
<b>Elementary Educators</b>	July 14, 2020 July 16, 2020	12:00 P.M. 12:00 P.M.	<a href="https://meet.google.com/gci-zzan-gxz">meet.google.com/gci-zzan-gxz</a>
<b>Middle School Educators</b>	July 14, 2020	1:30 P.M.	<a href="https://meet.google.com/bwf-cfhw-ddb">meet.google.com/bwf-cfhw-ddb</a>
<b>Student Support (Nurses, Guidance, Psychologists, Health Educators)</b>	July 15, 2020	11:30 A.M.	<a href="https://meet.google.com/jym-yyns-srt">meet.google.com/jym-yyns-srt</a>
<b>CVTE Educators</b>	July 15, 2020	1:00 P.M.	<a href="https://meet.google.com/byv-ascq-rxr">meet.google.com/byv-ascq-rxr</a>

<b>Special Educators, Therapists</b> (Speech, OT, PT, APE, Music Therapy)	July 17, 2020	2:00 P.M.	<a href="https://meet.google.com/jht-tnxz-wyg">meet.google.com/jht-tnxz-wyg</a>
<b>English Learner Educators</b>	July 22, 2020	1:00 P.M.	<a href="https://meet.google.com/pyd-mssu-rti">meet.google.com/pyd-mssu-rti</a>
<b>Paraprofessionals</b>	July 22, 2020	3:00 P.M.	<a href="https://meet.google.com/reb-gmdk-bqj">meet.google.com/reb-gmdk-bqj</a>
<b>Academic Program Educators</b> (Music, Art, Physical Education, Band/ Instrumental, Tech/ Engineering, Health)	July 23, 2020	3:00 P.M.	<a href="https://meet.google.com/tiz-ezfm-afr">meet.google.com/tiz-ezfm-afr</a>
<b>Kindergarten &amp; Pre-Kindergarten Educators</b>	July 24, 2020	1:00 P.M.	<a href="https://meet.google.com/pnd-tisk-hcz">meet.google.com/pnd-tisk-hcz</a>
<b>Secretaries &amp; Office Paraprofessionals</b>	July 27, 2020	10:00 A.M.	<a href="https://meet.google.com/zrx-aqdk-wrz">meet.google.com/zrx-aqdk-wrz</a>
<b>Food Service Managers</b>	July 27, 2020	12:30 P.M.	<a href="https://meet.google.com/zaw-zqqs-maj">meet.google.com/zaw-zqqs-maj</a>
<b>Superintendent's Leadership Team</b>	July 28, 2020	9:00 A.M.	Coddington PD Room

In addition to the focus groups listed above the following additional information has been collected from our stakeholders:

- Remote Learning Family Survey (June 2020)
- Remote Learning Teacher Survey (June 2020)
- Parent Choice Survey Form (7/14-7/24)
- Professional Educator Choice Survey Form (7/21-7/24)

## Data Sources

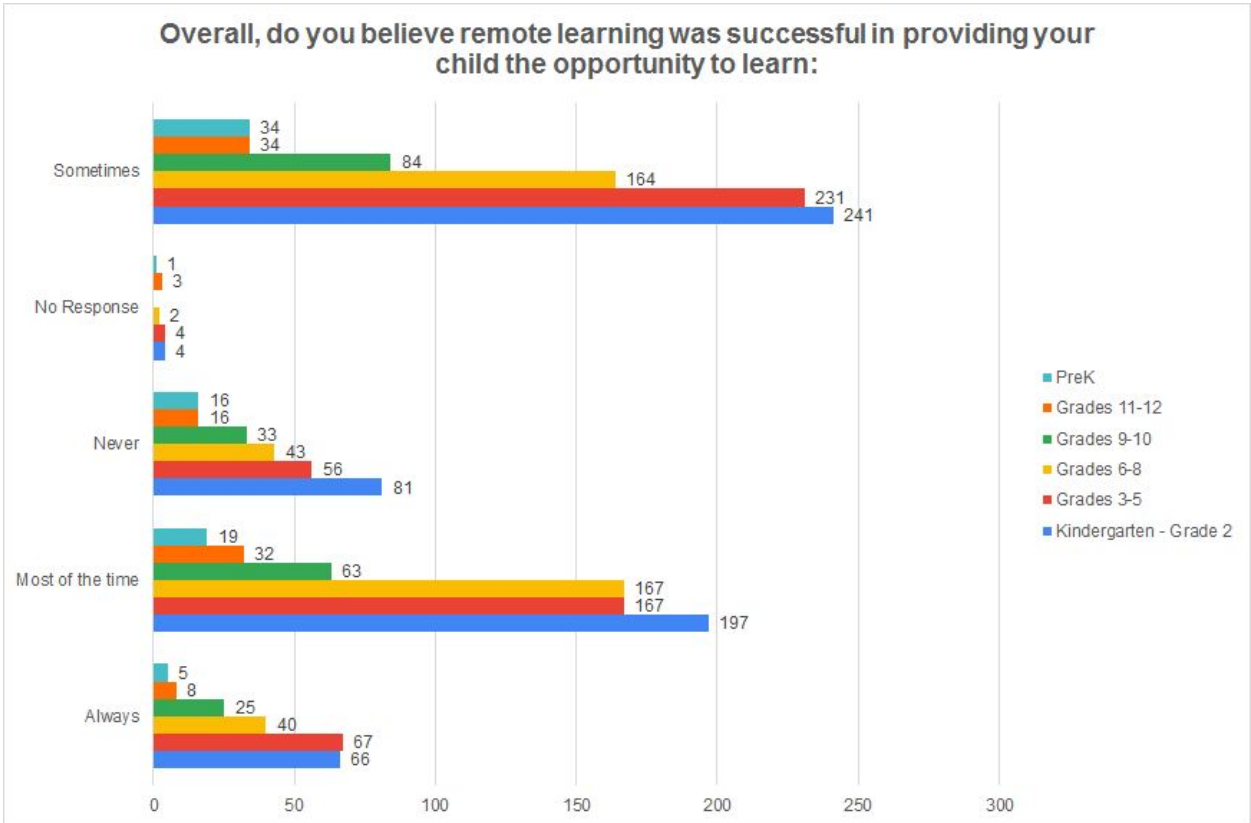
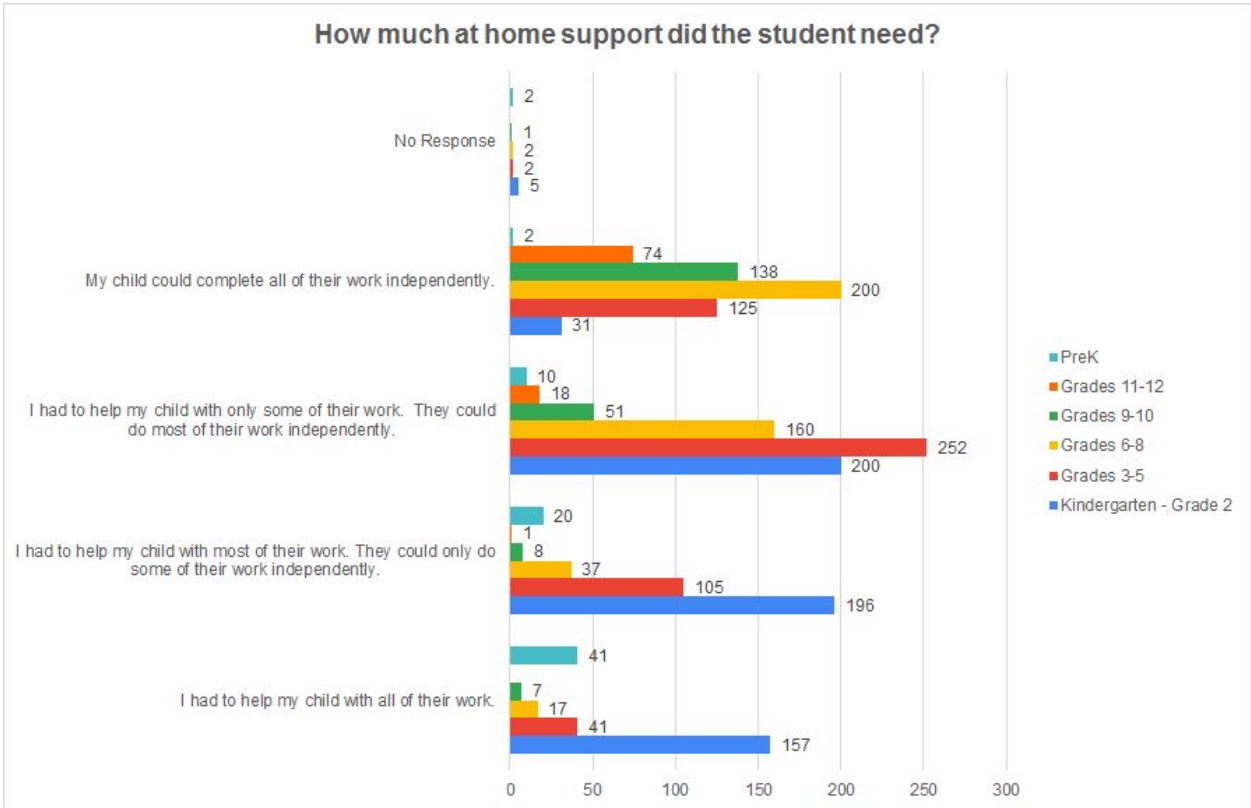
Quincy Public Schools has collected a variety of quantitative and qualitative data sources in order to inform our planning for the fall. Below is a summary of the results from the following data sources:

- Remote Learning Survey - Family
- Remote Learning Survey - Staff
- Parent Choice Survey
- Teacher Choice Survey
- Focus Group Feedback

In June 2020, the district administered a Remote Learning Survey to both families and staff in order to assess their experiences with the remote learning model and to assist in the planning and improvement of the remote learning model for the fall of 2020. Below is a summary of the results of these surveys.

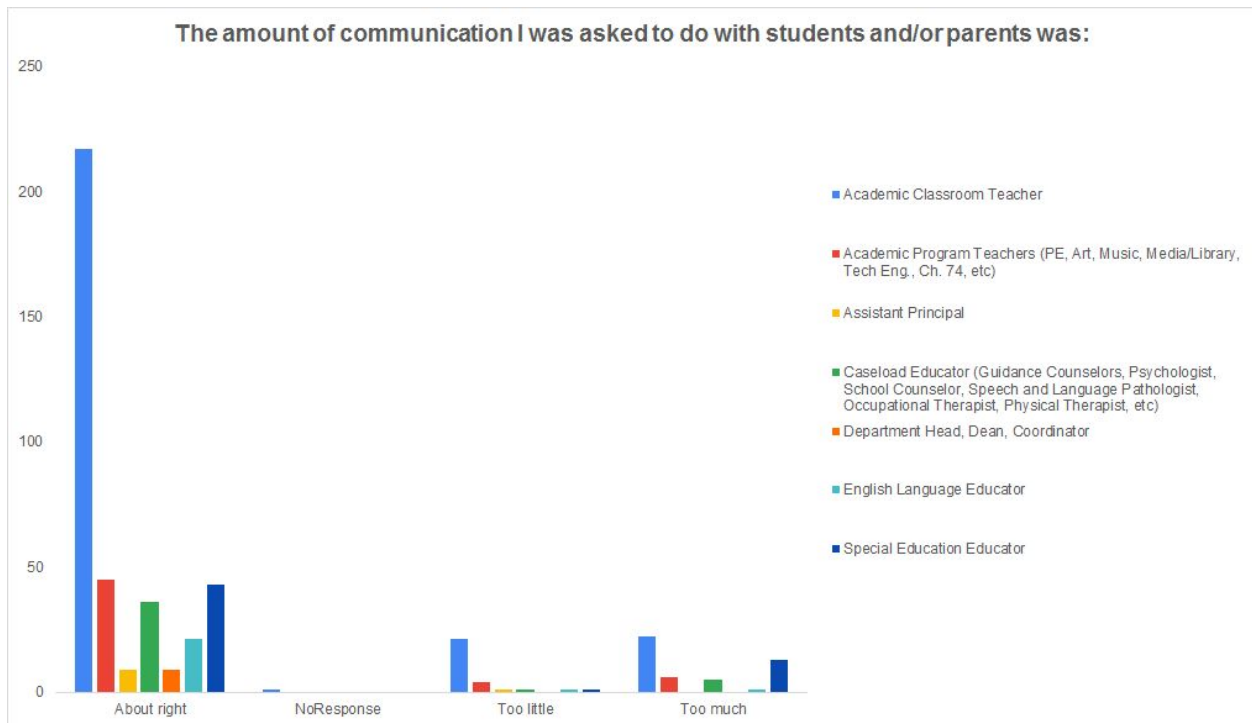
According to the Remote Learning Family Survey, the majority of our students completed either only online assignments or a combination of paper-based and online instruction. The range of support students required in order to complete their work varied by grade span. In Pre-Kindergarten through Grade 5 the majority of students needed help to complete their work. In Grades 6 through 8 the data shows that students requiring help to complete work ranged from “sometimes” to “most of the time.” In Grades 9 and 10, families indicated that their child needed help “sometimes.” In Grades 11 and 12, the data again shows that students required help to complete their assignments “sometimes” to “most of the time.” Overall, the data revealed that the majority of our students required at least some assistance in order to complete their assignments.

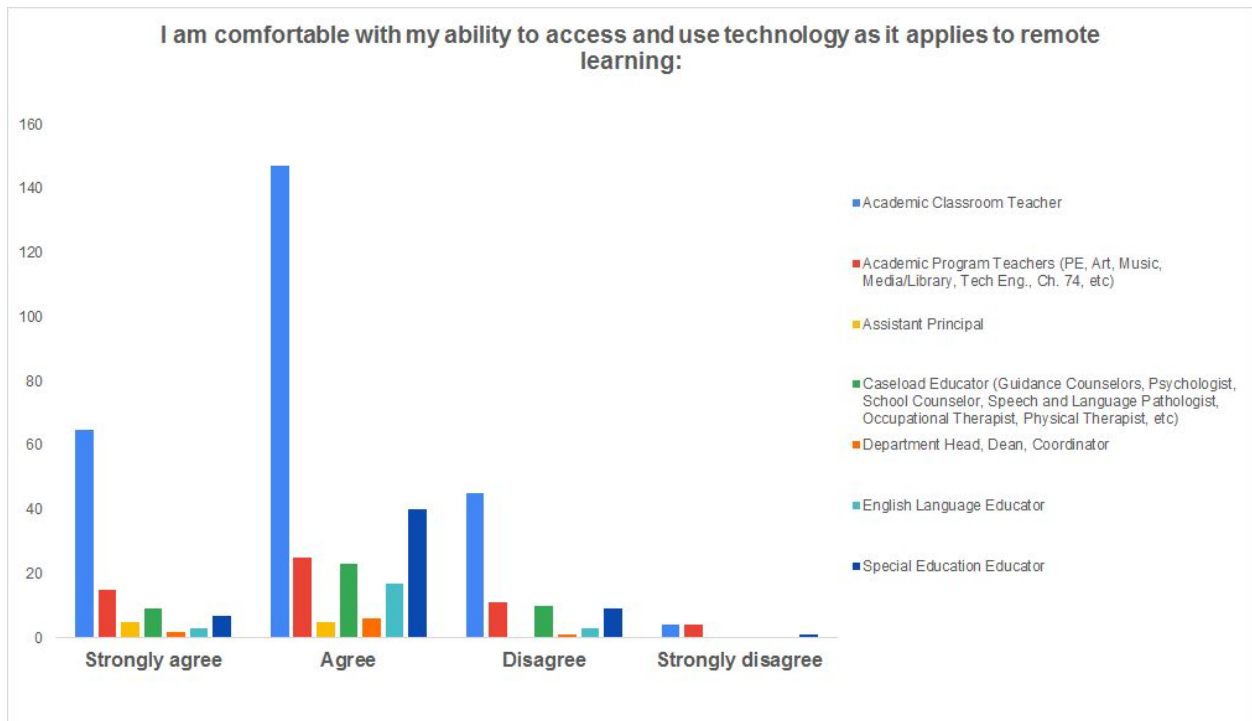
The overall success of the remote learning experience also varied slightly by grade level. In Pre-Kindergarten, parents felt the overall remote learning experience was “sometimes” successful in providing students with the opportunity to learn. In Kindergarten through Grade 5 the majority of families also felt that remote learning was “sometimes” successful in providing the opportunity to learn, with the second largest response being “most of the time.” In Grades 6 through 8, 167 families felt that remote learning was successful “most of the time,” while 164 responses indicated that remote learning was “sometimes” successful. Grades 9 through 12 received similar responses with the majority of responses indicating that remote learning was “sometimes” successful, followed closely by remote learning and was successful “most of the time.”



The district also surveyed teachers to better assess their experience with the remote learning model and to assist in planning for the fall of 2020. Below is a brief summary of the results.

According to the Remote Learning Teacher Survey, the majority of staff that responded felt the amount of communication they were asked to do with students and parents was “about right.” Additionally, the majority of staff surveyed “strongly agreed” that they were comfortable with their ability to access and use the technology as it relates to remote learning. A small percentage of Academic Classroom Teachers indicated that they disagreed with this statement and this will be addressed under the Student Supports and Professional Learning section.

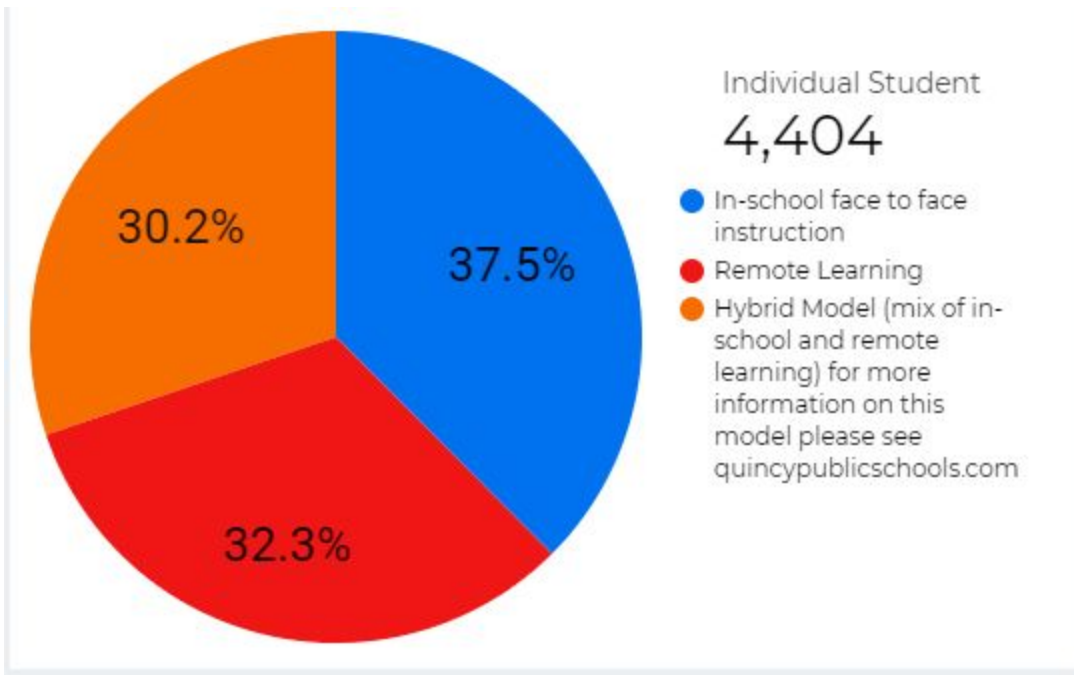




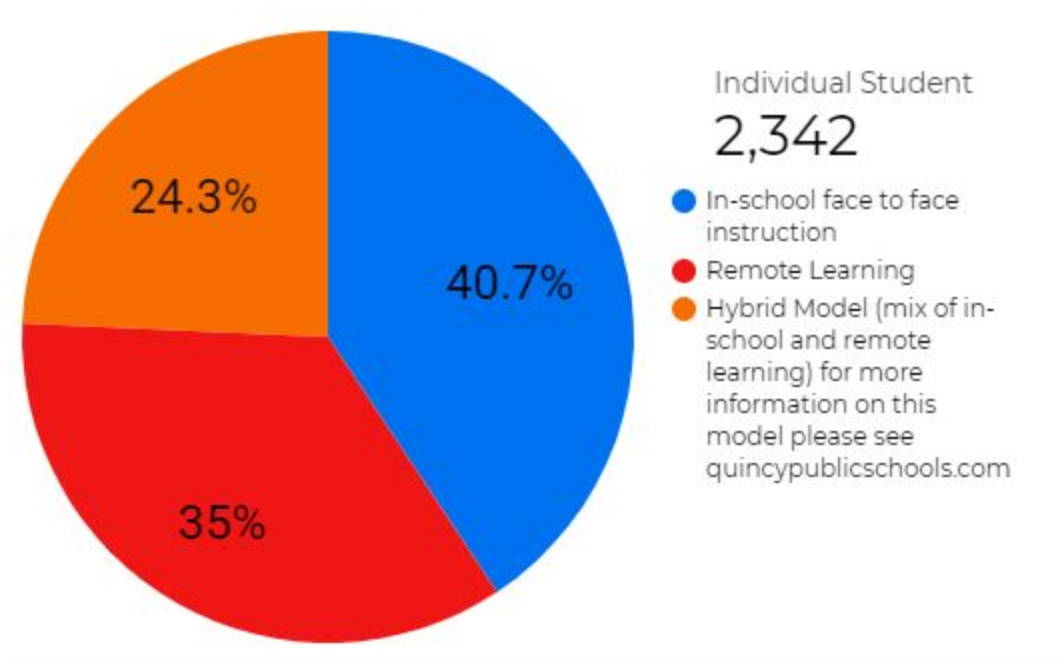
In addition to the Remote Learning Survey, the district collected information from families and staff regarding the return to school plan. Parents and guardians were asked to select their preferred model of instruction for 2020 (In-person, Remote Learning, Hybrid of in-person and remote). According to district-wide results, 30.2% of families selected a hybrid model of instruction, 32.3% selected remote learning, and 37.5% selected in-school face to face instruction. There are slight differences within the grade levels with 40.7% selecting a return to in-school face to face instruction at the elementary level and 35% remote. The remaining 24.3% of elementary families selected a hybrid model of instruction as their preferred model for the fall. At the middle school level, 34.2% selected the hybrid model of instruction, 32.1% selected remote learning, and 33.7% selected in-school face to face instruction. At the high school level, 39.1% selected a hybrid model of instruction, 26.7% selected remote learning, and 34.2% selected in-school face to face instruction.

For those families that selected the hybrid model of instruction, 933 of 1,329 responses selected the two days per week model (Monday/Tuesday remote learning Wednesday-Friday or Thursday/Friday remote learning Monday-Wednesday).

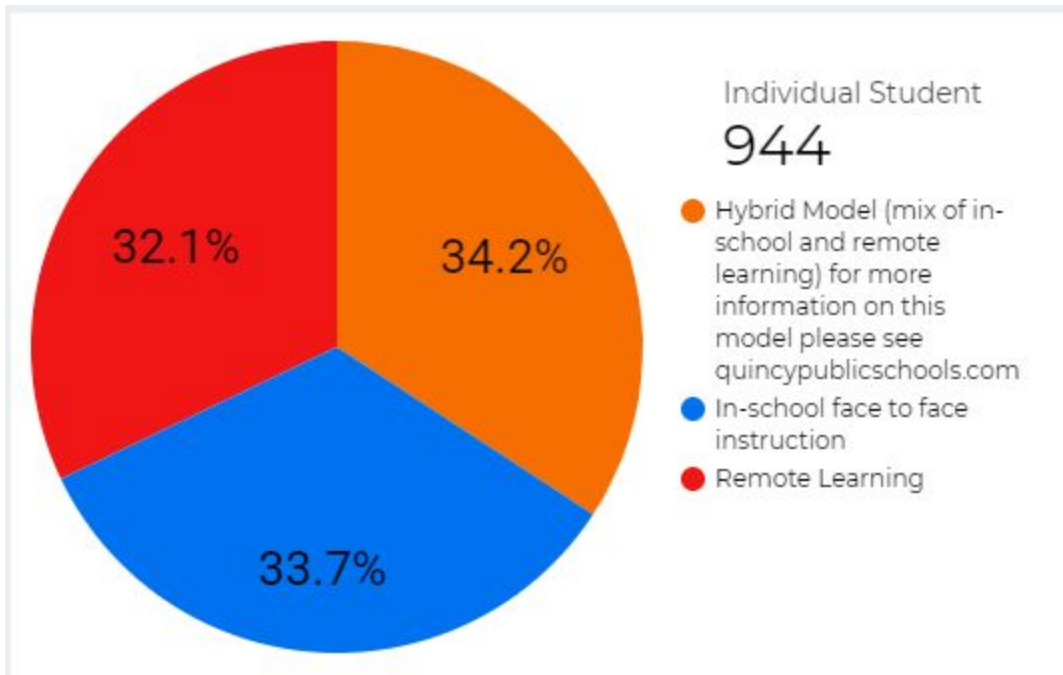
### District-Wide View



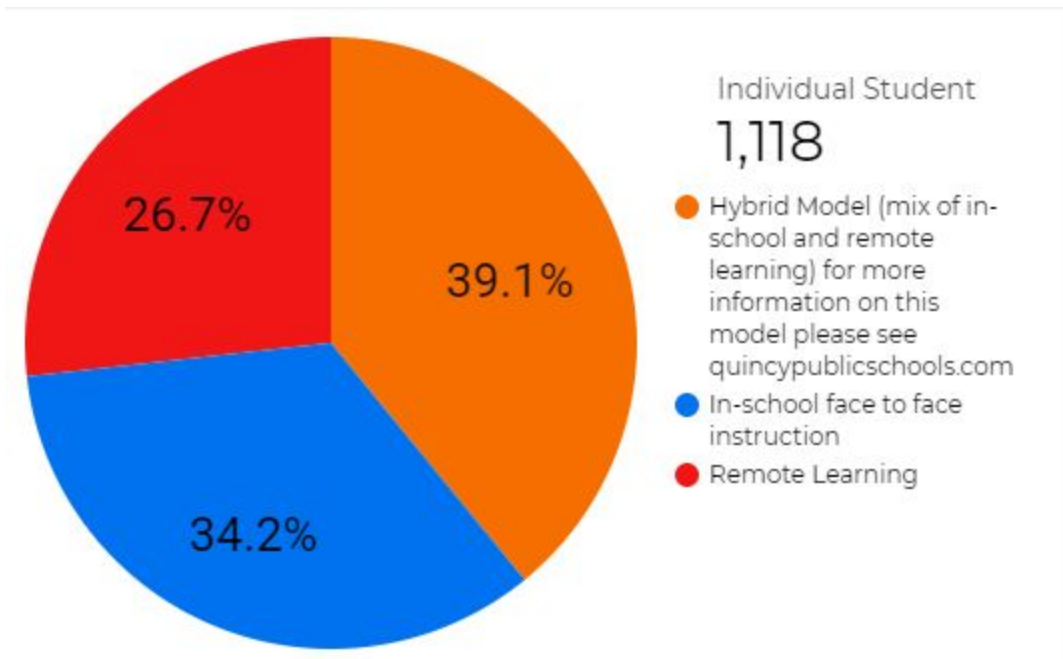
### Elementary School View



### Middle School View



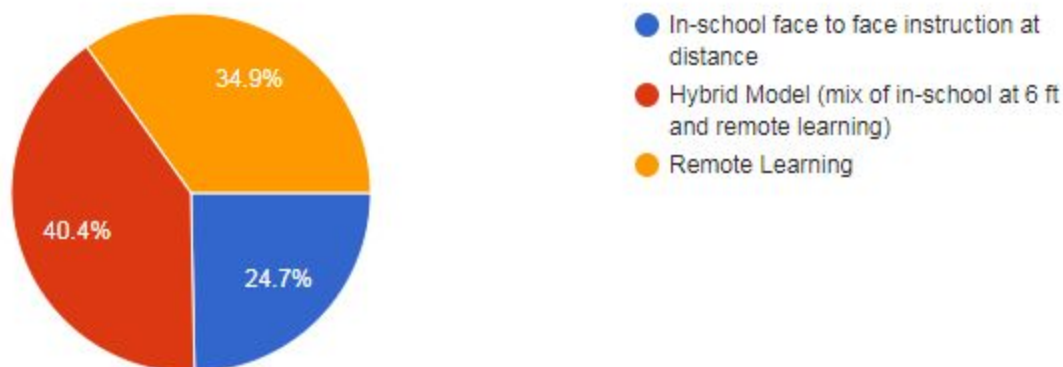
### High School View



Quincy Public Schools also administered a Professional Educator Choice Survey. A total of 717 staff completed the survey. According to the results, 40.4% of the staff selected the hybrid model as their preferred method of returning to school in the fall. 34.9% selected remote learning and 24.7% selected in-school face to face instruction as their preferred choice. Of the 290 staff members that selected the hybrid model as their preferred model of instruction for the fall, 66.6% (193) selected the two days per week



model (Monday/Tuesday remote learning Wednesday-Friday or Thursday/Friday remote learning Monday-Wednesday).



Along with the quantitative data identified above, the district also collected qualitative data from parent, student, and staff focus groups. The district held 30 focus groups throughout the month of July. These groups include parents and guardians for students in Pre-Kindergarten through high school, job alike educators, paraprofessionals, secretaries, and food service focus groups. The following areas were identified as areas that were repeated questions (more than 50% of the time).

- Procedures for students or staff who test positive for COVID-19 or display symptoms;
- Technology (remote learning platforms, chromebook usage, bandwidth);
- Cohorting students (dividing students alphabetically, keeping siblings on the same schedule, differentiating instruction within the cohort model);
- The use of masks (mask wearing for younger students, documentation of students and staff with exceptions, students that refuse to wear a mask);
- Selecting the remote learning option;
- Lunch and Breakfast procedures;
- After school activities, including fall sports;
- Services for students on and Individual Education Plans and English Language Learners.

Through the collection of this feedback, as well as the data identified above, Quincy Public Schools has developed our Comprehensive Fall Reopening Plan.

## In-person Learning Model

According to the district's feasibility study, in order to accommodate our entire student population, any in-person model would need to follow the 3-foot physical distancing model. This was determined by the principals using the Student Capacity Tool provided by DESE. This tool determines how many students can safely fit in a classroom based on the 3-foot and 6-foot distancing models provided by the state. Using the 3-foot physical distancing model, 70% of our elementary schools could support their projected enrollment. However, 30% of our elementary schools would not be able to accommodate their projected enrollment in some classrooms and would need to utilize alternative spaces. Classes would need to be held in the gymnasium, cafeteria and/or the media center.

At the middle school level, the district could accommodate our current middle school enrollment in all 5 middle schools, with some requiring the use of alternative spaces (gym, cafeteria, and library) in order to accommodate class size. At the high school level, the district could also accommodate our high school enrollment using the 3-foot model and alternative spaces throughout the building. At all levels, modifications will be made to the physical space in order to address the health and safety requirements issued by DESE. These modifications will include the following:

- Desks spaced three feet apart.
- Additional furniture may be removed from the classroom in order to accommodate the physical distancing requirements.
- Lunch will be served in the classrooms.
- Hand sanitizing stations will be set up in the classrooms and throughout the building including entrances and exits.
- Hallways and stairways may be labeled as one way to reduce passing and congestion in these areas.
- Entrances and exits will be assigned to certain classes to reduce passing and congestion in these areas.
- Locker use will be limited at elementary and middle school and students will not share lockers.
- Masks will be worn at all times in Grades 2 and above and strongly encouraged and recommended in grades Pre-Kindergarten through Grade 2.
- Students and staff with a disability, illness, or pre-existing condition that does not allow them to wear masks may be exempt from wearing masks.
- Mask breaks and hand hygiene breaks will be scheduled throughout the day.
- An isolation room will be identified in each building separate from the nurses office for students or staff who may be symptomatic.

Additional modifications to traditional scheduling would also occur at each grade level. Elementary students would remain in one self-contained group throughout the day. Art, and Music would push into the classroom or be held remotely and Physical Education would be held outdoors, weather permitting. In order to reduce cross-contamination across schools, particularly at the elementary and middle school levels, these subjects will be held on a rotating basis, for example, students at school A will receive art for the month of September, while students at school B receive music. At the beginning of the next month the staff would rotate.

Special education services, English language learner services, and additional supports such as reading and math intervention will be provided using a push-in model as much as possible. In some cases when necessary, students may be pulled out of the classroom. Therapies such as OT, PT, and Speech may be provided remotely, through a push-in model, or when necessary, through a pullout model.



*Elementary school classroom using the 3-foot model accommodates 15 students*

At the middle school level, students would be scheduled into cohorts; students would remain in the same physical classroom throughout the day and the teachers would rotate into the cohorts per subject. Art and Music would push into the classroom or be held remotely and Physical Education would be held outdoors, weather permitting. Special education services, English language learner services, and additional supports such as reading and math intervention will be provided using a push-in model as much as possible. In some cases when necessary, students may be pulled out of the classroom. Therapies such as OT, PT, and Speech may be provided remotely, through a push-in model, or when necessary, through a pullout model.



*A middle school classroom using the 3 foot model accommodates 20 students*

At the high school level, students will also be scheduled into cohorts as much as possible. Classrooms will be clustered in the buildings so that students will not travel out of designated parts of the building. For example: an ELA, Math, Science, and Social Studies teacher with common groups of students will be located in adjoining or nearby rooms. Students may need to travel outside the cluster for some classes (e.g., electives and CVTE courses). In order to meet the required services in Special Education and English language learner education, students may need to be pulled out of their cohorts. Therapies such as OT, PT, and Speech may be provided remotely, through a push-in model, or when necessary, through a pullout model.

At all levels, substantially separate students would remain together in one group throughout the day and therapies would be provided remotely or through a push-in model.

In this model, at all grade levels a remote learning option will be provided to students whose families have decided to continue in a remote learning model while the rest of the district returns to in-person learning. This model will be discussed in further detail under the Remote Learning Model section.

As a district, we have significant concerns regarding the health and safety of our students and staff using the 3-foot physical distancing model. As a district, we are committed to ensuring the health and safety of our students and staff and we do not feel that the 3-foot distance is sufficient given the serious health concerns associated with COVID-19.

# Hybrid Learning Model

The district Hybrid model will include students returning on a fixed and consistent schedule, learning either through in-person or remote environments. In order to allow our Hybrid Model to function effectively, teaching would occur in two cohorts. Each cohort would meet 2 consecutive days a week (Monday/Tuesday or Thursday/Friday), and Wednesdays would be 100% remote in order to clean the buildings. At all levels, modifications will be made to the physical space in order to address the health and safety requirements issued by DESE. These modifications will include the following:

- Desks would be spaced 6 feet apart and students would have their own set of needed classroom materials.
- Additional furniture may be removed from the classroom in order to accommodate the physical distancing requirements.
- Lunch will be served in the classrooms.
- Hand sanitizing stations will be set up in the classrooms and throughout the building including entrances and exits.
- Hallways and stairways may be labeled as one-way to reduce passing and congestion in these areas.
- Entrances and exits will be assigned to certain classes to reduce passing and congestion in these areas.
- Locker use will be limited at elementary and middle school and students will not share lockers.
- Masks will be worn at all times in Grades 2 and above and strongly encouraged and recommended in Pre-Kindergarten through Grade 2.
- Students and staff with a disability, illness, or pre-existing condition that does not allow them to wear masks may be exempt from wearing masks.
- Mask breaks and hand hygiene breaks will be scheduled throughout the day.
- An isolation room will be identified in each building separate from the nurses office for students or staff who may be symptomatic.

Remote learning days would feature Google or Zoom Meets and posted assignments available on Google Classroom. Remote Wednesdays would be half-days at the elementary level and would feature face to face Google or Zoom Meets with the class in the morning. Grade 5 students at Southwest and Point Webster would also follow the elementary schedule and would have half-days each Wednesday. Wednesdays at the middle school level would be half-days every other week and would feature live face to face Google or Zoom meets in the morning and in the afternoons on full-day Wednesdays. At the high school level, Wednesdays would be a half-day once per

month and would feature face to face Google or Zoom meets before and after lunch, with the exception being the half-day each month.

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

Special education services, English language learner services, and additional supports such as reading and math intervention will be provided using a push-in model as much as possible. In some cases when necessary, students may be pulled out of the classroom. Therapies such as OT, PT, and Speech may be provided remotely, through a push-in model, or when necessary through a pullout model.

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

In a hybrid model, substantially separate programs will run in-person classrooms every day with Wednesdays at all levels being half-days. Special education students and English language learners will be prioritized for in-person instruction as much as possible. Decisions for in-person learning will be dependent on level of need. Students who attend school full time may also participate in remote learning at school during the remote hybrid days with appropriate supervision from a school staff member and will also continue to receive their services on remote learning days, either in person or remotely. Students may also choose to complete the remote learning days at home and will receive their services remotely on those days.

In this model, at all grade levels, a Remote Learning option will be provided to students whose families have decided to continue in a remote learning model. This model will be discussed in further detail under the Remote Learning Model section.

CVTE program course work will focus on the essential elements of our CVTE programs, including the integration of health and safety and technical skills proficiency frameworks. The in-person instruction/delivery, along with innovative and engaging hands-on experiences as well as service-related CVTE Programs (i.e. Automotive, Culinary Arts) will meet the Chapter 74 program requirements.

**Sample Pre-Kindergarten/Kindergarten Cohort A Morning/B Afternoon in person**

<b>Kindergarten</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
45 Minutes for Attendance, Calendar, Morning Meeting	45 Minutes for Attendance, Calendar, Morning Meeting	7:45 - 8:30 Check In, Attendance, Calendar, Morning Meeting	45 Minutes for Attendance, Calendar, Morning Meeting	45 Minutes for Attendance, Calendar, Morning Meeting
45 Minute Literacy Block	45 Minute Literacy Block	9:00 - 10:00 Cohort A Google Meet	45 Minute Literacy Block	45 Minute Literacy Block
15 Minute Snack/Mask Break	15 Minute Snack/Mask Break	11:00 - 12:00 Cohort B Google Meet	15 Minute Snack/Mask Break	15 Minute Snack/Mask Break
45 Minute Math Block	45 Minute Math Block	12:00 - 1:00 Lunch Break	45 Minute Math Block	45 Minute Math Block
15 Minutes Lively Letters, Handwriting Without Tears	15 Minutes Lively Letters, Handwriting Without Tears		15 Minutes Lively Letters, Handwriting Without Tears	15 Minutes Lively Letters, Handwriting Without Tears
1 Hour for Cleaning Teacher Lunch/Prep	1 Hour for Cleaning Teacher Lunch/Prep		1 Hour for Cleaning Teacher Lunch/Prep	1 Hour for Cleaning Teacher Lunch/Prep
45 Minutes Attendance, Calendar, Morning Meeting	45 Minutes Attendance, Calendar, Morning Meeting		45 Minutes Attendance, Calendar, Morning Meeting	45 Minutes Attendance, Calendar, Morning Meeting
45 Minute Literacy Block	45 Minute Literacy Block		45 Minute Literacy Block	45 Minute Literacy Block
15 Minute Snack/Mask Break	15 Minute Snack/Mask Break		15 Minute Snack/Mask Break	15 Minute Snack/Mask Break
45 Minute Math Block	45 Minute Math Block		45 Minute Math Block	45 Minute Math Block
15 Minutes - Lively Letters, Handwriting Without Tears	15 Minutes - Lively Letters, Handwriting Without Tears		15 Minutes - Lively Letters, Handwriting Without Tears	15 Minutes - Lively Letters, Handwriting Without Tears



**Sample Grade 1 Cohort A Monday/Tuesday in person**

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

**Sample Grade 1 Cohort B Thursday/Friday in person**

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

**Sample Grade 4 Cohort A Monday/Tuesday in person**

<b>Monday Cohort A In Person Day A</b>	<b>Tuesday Cohort A In Person Day B</b>	<b>Wednesday ALL Remote Day C</b>	<b>Thursday Cohort A Remote</b>	<b>Friday Cohort A Remote</b>
15 minutes Attendance	15 minutes Attendance	15 minutes Attendance	15 minutes Attendance	15 minutes Attendance
30 minutes Specialist	30 minutes Specialist	75 minutes ELA Literacy	30 minutes Specialist	30 minutes Specialist
75 minutes ELA Literacy	75 minutes ELA Literacy	15 minutes Snack Break	75 minutes ELA Literacy	75 minutes ELA Literacy
15 minutes Mask Break	15 minutes Mask Break	75 minutes Math	15 minutes Break	15 minutes Break
75 minutes Math	75 minutes Math	10 minutes Break	75 minutes Math	75 minutes Math
15 minutes Mask Break	15 minutes Mask Break		15 minutes Break	15 minutes Break
60 minutes Writing	60 minutes Writing		60 minutes Writing	60 minutes Writing
30 minutes Lunch/Recess	30 minutes Lunch/Recess		30 minutes Lunch/Recess	30 minutes Lunch/Recess
45 minutes Science	45 minutes Science		45 minute Social Studies	45 minute Social Studies

**Sample Grade 4 Cohort B Thursday/Friday in person**

Monday Cohort B Remote	Tuesday Cohort B Remote	Wednesday ALL Remote	Thursday Cohort B In Person	Friday Cohort B In Person
15 minutes Attendance	15 minutes Attendance	15 minutes Attendance	15 minutes Attendance	15 minutes Attendance
30 minutes Specialist	30 minutes Specialist	75 minutes ELA Literacy	30 minutes Specialist	30 minutes Specialist
75 minutes ELA Literacy	75 minutes ELA Literacy	15 minutes Snack Break	75 minutes ELA Literacy	75 minutes ELA Literacy
15 minutes Break	15 minutes Break	75 minutes Math	15 minutes Mask Break	15 minutes Mask Break
75 minutes Math	75 minutes Math	10 minutes Break	75 minutes Math	75 minutes Math
15 minutes Break	15 minutes Break		15 minutes Mask Break	15 minutes Mask Break
60 minutes Writing	60 minutes Writing		60 minutes Writing	60 minutes Writing
30 minutes Lunch/Recess	30 minutes Lunch/Recess		30 minutes Lunch/Recess	30 minutes Lunch/Recess
45 minute Social Studies	45 minute Social Studies		45 minutes Science	45 minutes Science

**Sample Grade 5 Cohort A Thursday/Friday in person**

Monday Cohort A in Person Day A	Tuesday Cohort A In Person Day B	Wednesday ALL Remote Day C	Thursday Cohort A Remote	Friday Cohort A Remote
15 minutes Attendance	15 minutes Attendance	15 minutes Attendance	15 minutes Attendance	15 minutes Attendance
75 minutes ELA Literacy	75 minutes ELA Literacy	75 minutes ELA Literacy	75 minutes ELA Literacy	75 minutes ELA Literacy
15 minutes Mask Break	15 minutes Mask Break	15 minutes Snack Break	15 minutes Break	15 minutes Break
60 minutes Math	60 minutes Math	75 minutes Math	60 minutes Math	60 minutes Math
30 minutes Lunch, Recess,	30 minutes Lunch, Recess,		30 minutes Lunch	30 minutes Lunch
60 minutes Writing	60 minutes Writing		60 minutes Writing	60 minutes Writing
30 minutes Specialist	30 minutes Specialist		30 minutes Specialist	30 minutes Specialist
60 minutes Science	60 minutes Science		60 minutes Social Studies	60 minutes Social Studies

## Example of a Middle School Hybrid Schedule

Cohort A Hybrid: **In person** Monday/Tuesday, Wednesday **All Students Remote** Thursday/Friday Cohort A **Remote**

Monday Cohort A <b>In Person</b> Day A	Tuesday Cohort A <b>In Person</b> Day B	Wednesday <b>ALL Remote</b> Day C	Thursday Cohort A <b>Remote</b> Day D	Friday Cohort A <b>Remote</b> Day E
Homeroom - 8:15-8:30	Homeroom - 8:15-8:30	Homeroom - 8:15-8:30	Homeroom - 8:15-8:30	Homeroom - 8:15-8:30
Academic Block 1 8:30-10 ELA, Math, Science or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 1 8:30-10 ELA, Math, Science or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 1 8:30-9:15  Academic Block 2 9:15-10:00	Academic Block 1 8:30-10 ELA, Math, Science or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 1 8:30-10 ELA, Math, Science or Social Studies (Schedule EL, Resources Room and/or Inclusion services)
Mask Break 10-10:10	Mask Break 10-10:10	Break 10:00-10:10	Break 10-10:10	Break 10-10:10
Academic Program Block 10:10-11:15	Academic Program Block 10:10-11:15	Academic Program Block 10:10-11:15	Academic Program Block 10:10-11:15	Academic Program Block 10:10-11:15
Lunch 11:15-11:45	Lunch 11:15-11:45	Lunch 11:15-11:45	Lunch 11:15-11:45	Lunch 11:15-11:45
Academic Block 2 11:45-1:15 ELA, Math, Science, or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 2 11:45-1:15 ELA, Math, Science, or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 3 11:45-12:30  Academic Block 4 12:30-1:15	Academic Block 2 11:45-1:15 ELA, Math, Science, or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 2 11:45-1:15 ELA, Math, Science, or Social Studies (Schedule EL, Resources Room and/or Inclusion services)
Mask Break 1:15-1:25	Mask Break 1:15-1:25	Break 1:15-1:25	Break 1:15-1:25	Break 1:15-1:25
Academic Block 3 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies	Academic Block 3 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies	Academic Block 5 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies	Academic Block 3 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies	Academic Block 3 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies

**Cohort B Hybrid: Remote** Monday/Tuesday, -- Wednesday **All Students Remote** -- Thursday/Friday Cohort B **In Person**

Monday Cohort B <b>Remote</b> Day A	Tuesday Cohort B <b>Remote</b> Day B	Wednesday Cohort B <b>ALL Remote</b> Day C	Thursday Cohort B <b>In Person</b> Day D	Friday Cohort B <b>In Person</b> Day E
Homeroom - 8:15-8:30	Homeroom - 8:15-8:30	Homeroom - 8:15-8:30	Homeroom - 8:15-8:30	Homeroom - 8:15-8:30
Academic Block 1 8:30-10 ELA, Math, Science or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 1 8:30-10 ELA, Math, Science or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 1 8:30-9:15  Academic Block 2 9:15-10:00	Academic Block 1 8:30-10 ELA, Math, Science or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 1 8:30-10 ELA, Math, Science or Social Studies (Schedule EL, Resources Room and/or Inclusion services)
Break 10-10:10	Break 10-10:10	Break 10:00-10:10	Mask Break 10-10:10	Mask Break 10-10:10
Academic Program Block 10:10-11:15	Academic Program Block 10:10-11:15	Academic Program Block 10:10-11:15	Academic Program Block 10:10-11:15	Academic Program Block 10:10-11:15
Lunch 11:15-11:45	Lunch 11:15-11:45	Lunch 11:15-11:45	Lunch 11:15-11:45	Lunch 11:15-11:45
Academic Block 2 11:45-1:15 ELA, Math, Science, or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 2 11:45-1:15 ELA, Math, Science, or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 3 11:45-12:30  Academic Block 4 12:30-1:15	Academic Block 2 11:45-1:15 ELA, Math, Science, or Social Studies (Schedule EL, Resources Room and/or Inclusion services)	Academic Block 2 11:45-1:15 ELA, Math, Science, or Social Studies (Schedule EL, Resources Room and/or Inclusion services)
Break 1:15-1:25	Break 1:15-1:25	Break 1:15-1:25	Mask Break 1:15-1:25	Mask Break 1:15-1:25
Academic Block 3 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies	Academic Block 3 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies	Academic Block 5 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies	Academic Block 3 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies	Academic Block 3 1:25-2:30 Options could be Reading, Student Support, Academic Programs or Strategies

## Sample Hybrid Model for High School

Sample Student Schedule Remote within Hybrid (grade 9 / A-K sample)

Monday Remote	Tuesday Remote	Wednesday Remote	Thursday Remote	Friday Remote
R1 <b>Mandarin 1</b> 8:35 - 9:30 AM	R1 <b>Mandarin 1</b> 8:35 - 9:30 AM	R6 7:45 - 8:20	R1 <b>Mand 1</b> 8:25-9:00	R6 8:35 - 9:30 AM
R2 <b>Algebra 1</b> 9:35 - 10:30 AM	R2 <b>Algebra 1</b> 9:35 - 10:30 AM	R7 <b>History</b> 9:05 - 9:40	R2 <b>Algebra</b> 9:45 - 10:20	R7 <b>World History</b> 9:35 - 10:30 AM
R3 <b>Nutrition &amp; Wellness</b> 10:35 - 11:30 AM	R3 <b>Nutrition &amp; Wellness</b> 10:35 - 11:30 AM	R8 10:25 - 11:00	R3 <b>N&amp;W</b> 11:05 - 11:40	R8 10:35 - 11:30 AM
R4 12:05 - 1:00 PM	R4 12:05 - 1:00 PM	R9 <b>English</b> 11:45- 12:20	R4 12:25 - 1:00	R9 <b>English 9</b> 12:05 - 1:00 PM
R5 <b>Biology</b> 1:05 - 2:00 PM	R5 <b>Biology</b> 1:05 - 2:00 PM	R10 1:05 - 1:40	R5 <b>Biology</b> 1:45 - 2:20	R10 1:05 - 2:00 PM
9 PM post deadline <i>World History</i>	9 PM post deadline <i>English 9</i>		9 PM post deadline <i>Mandarin, Algebra 1, Nutrition</i>	9 PM post deadline <i>Biology</i>

Sample Student Schedule Remote within Hybrid (grade 9 / L-Z sample)

Monday Remote	Tuesday Remote	Wednesday Remote	Thursday Remote	Friday Remote
R6 8:35 - 9:30 AM	R6 8:35 - 9:30 AM	R6 7:45 - 8:20	R1 <b>Mandarin 1</b> 8:35 - 9:30 AM	R1 <b>Mandarin 1</b> 8:35 - 9:30 AM
R7 <b>World History</b> 9:35 - 10:30 AM	R7 <b>World History</b> 9:35 - 10:30 AM	R7 <b>History</b> 9:05 - 9:40	R2 <b>Algebra 1</b> 9:35 - 10:30 AM	R2 <b>Algebra 1</b> 9:35 - 10:30 AM
R8 10:35 - 11:30 AM	R8 10:35 - 11:30 AM	R8 10:25 - 11:00	R3 <b>Nutrition &amp; Wellness</b> 10:35 - 11:30 AM	R3 <b>Nutrition &amp; Wellness</b> 10:35 - 11:30 AM
R9 <b>English 9</b> 12:05 - 1:00 PM	R9 <b>English 9</b> 12:05 - 1:00 PM	R9 <b>English</b> 11:45- 12:20	R4 12:05 - 1:00 PM	R4 12:05 - 1:00 PM
R10 1:05 - 2:00 PM	R10 1:05 - 2:00 PM	R10 1:05 - 1:40	R5 <b>Biology</b> 1:05 - 2:00 PM	R5 <b>Biology</b> 1:05 - 2:00 PM
9 PM post deadline <i>Mandarin 1, Algebra 1, Nutrition</i>	9 PM post deadline <i>Biology</i>		9 PM post deadline <i>World History</i>	9 PM post deadline <i>English 9</i>

Each class is scheduled for 145 minutes of remote synchronous instruction. Students are expected to work on assignments for all classes on each day, even if they are not meeting synchronously. For example, students are expected to be completing work for their math, science, foreign language, and elective classes during the remote periods that are not assigned to ELA and history. Learning activities are due each day for indicated classes in the “post deadline” row.

## Quincy's Career Vocational and Technical Education Programs Reopening Guidelines for a Hybrid Program

As Quincy Public Schools prepares for the fall reopening, including resuming in-person instruction, the Massachusetts Department of Elementary and Secondary Education (DESE) has issued guidance to support the safe reopening of vocational technical schools and comprehensive schools offering vocational technical programs. These guidelines include appropriate safety measures to promote the safety and health of our students, teachers, and staff.

Quincy's Career Vocational and Technical Education (CVTE) Programs will follow the following workplace and industry guidance related to COVID-19 health and safety requirements:

- [Massachusetts COVID-19 Employee Health, protection, guidance and prevention](#)
- [Massachusetts Reopening: Mandatory Safety Standards for Workplaces Massachusetts](#)
- [Reopening: Sector-specific protocols and best practices, as applicable](#)
- [OSHA guidance, as applicable](#)

Quincy's CVTE Programs will also follow the reopening guidance previously issued by the Massachusetts Department of Elementary and Secondary Education (DESE):

- [Initial Fall School Reopening Guidance](#) (*download*)
- [Protocols for responding to COVID-19 scenarios](#) (*download*)
- [Fall Reopening Facilities and Operations Guidance](#) (*download*)
- [Fall Reopening Transportation Guidance](#) (*download*)
- [Guidance for Courses Requiring Additional Safety Considerations](#) (*download*)
- [Chapter 74 Manual for Vocational Technical Cooperative Education](#) (*download*)
- [Massachusetts Elements of Model Internship Programs](#) (*download*)

### Health and Safety Practices

In DESE's [Initial Fall School Reopening Guidance](#), it was put forth the goal of the safe return of as many students as possible to in-person school. This requires key stakeholders to establish a new culture of health and safety in our schools this fall. Our medical advisors have indicated that it is not one mitigation strategy, but a combination of several strategies that will substantially reduce the risk of transmission of COVID-19 in school settings. These measures include staying home when sick, symptom screening, physical distancing, use of masks, frequent hand hygiene, creating student cohorts as feasible, and improving ventilation as feasible.

Quincy's Career Vocational and Technical Education Programs will follow federal and state guidelines for safe workplaces, industry-specific protocols, as well as MA DESE's and other agencies' COVID-19 health and safety guidelines, as outlined above.

**Additionally, Quincy's CVTE programs will follow the below guidance.**

- *PPE Equipment and Supplies for CVTE Program shops/classrooms.* Each CVTE Program shop/classroom will be equipped with the following PPE equipment and supplies, including masks, goggles, face-shields, disinfecting wipes, hand sanitizer, hand soap, gowns, gloves, etc... COVID-19 Safety and Health Signage for CVTE Program shops/classrooms.
- Each CVTE Program shop/classroom will be equipped with appropriate COVID-19 Safety and Health laminated signage designated in various locations.
- *Maintain safe student collaboration.* Student collaboration, such as group projects, is a core part of vocational technical education. Student collaboration is permitted if modified to accommodate all applicable health and safety guidelines. Programs will modify projects so that students can work collaboratively while still wearing masks and maintaining 6 feet of distance when feasible; 3 feet being the minimum distance allowed.
- *Use proper eye protection.* When used, face shields do not replace eye protection. Industry-standard eye protection must still be used when required.
- *Use proper hand coverings.* Will follow industry guidelines on the use of protective hand coverings (gloves).
- *Focus on safety training.* Shop safety and training is an essential element to Quincy's CVTE Program. Quincy's CVTE Safety Team will establish new protocols necessary to mitigate COVID-19 for each CVTE program, with regular updates.
- *Prepare outdoor workspaces.* Various CVTE Programs may establish projects for outdoors (i.e. Carpentry, Automotive). Outdoor work sites will be outfitted with the required safety equipment, including fire extinguishers, ground fault circuit interrupter (GFCI) protected outlets, and first aid kits, etc....
- *Maintain safe equipment and materials sharing practices.* Sharing equipment and materials will be minimized when feasible, but it is permitted as outlined in [MA DESE's Guidance for Courses Requiring Additional Safety Considerations](#) (download).
- *Minimize personal belongings onsite.* Students will come to their CVTE Program prepared and in uniform each day. Quincy's CVTE Programs will follow the locker guidance in the [Fall Reopening Facilities and Operations Guidance](#) (download).
- *CVTE Program Credentials and Certifications.* In order to obtain certain CVTE Program credentials (i.e. licenses, apprenticeship program hours), in-person and hands-on technical skills proficiency is required. Specific programs include



Electrical Technology, Plumbing Technology, Metal Fabrication and Joining Technologies, Early Education and Care, and Health Care Technology. MA DESE will continue to collaborate and communicate with individual state licensing boards and agencies on specific guidelines and any such modifications.

- *Provide safe transportation.* Student transportation (van, bus, or other approved vehicle) will follow the same capacity guidelines, health and safety guidelines, and cleaning and disinfecting guidelines outlined in [DESE's Fall Reopening Transportation Guidance](#) (download).
- All external customers or visitors must comply with MA DESE and industry health and safety standards, including wearing masks at all times.

### **CVTE Program Credentials and Certifications:**

In order to obtain certain CVTE Program credentials (i.e. licenses, apprenticeship program hours, and certifications), in-person and hands-on technical skills proficiency is required. Specific programs include Electrical Technology, Plumbing Technology, Metal Fabrication and Joining Technologies, Early Education and Care, and Health Care Technology. DESE will continue to collaborate and communicate with individual state licensing boards and agencies on specific guidelines pertaining to such modifications.

- CVTE Program Schedules
- Refer to Quincy High or North Quincy High School's proposed Hybrid/Remote Model Schedules above.
- It is Quincy's CVTE Program goal to provide the maximum amount of in-person, hands-on technical training as possible.
- Wednesday is a Synchronous Full Remote Day; it is expected that all CVTE students will attend and participate.
- Individual CVTE Program schedules may be customized based on total student enrollment.

### **Guidance for Service-Related CVTE Programs**

DESE is providing guidance for specific service-related programs, including Culinary Arts, Early Education and Care, Automotive Technology, and Design and Visual Communication because they:

- Involve increased interaction with external customers or the public, and/or
- Involve activities that may require modifications to adhere to MA DESE's or other agencies' COVID-19 health and safety requirements.

## **Culinary Arts**

Quincy's CVTE Culinary Arts Program will follow both the DESE reopening guidance and the [Massachusetts Safety Standards and Checklist for Restaurants](#). In implementing these guidelines, Quincy's CVTE Culinary Arts Program will:

- *Limit customers.* Will serve internal guests (e.g., staff and students) within a dine-in restaurant setting for the first two months.
- *Set up online ordering for curbside pick-up for external customers.* This will enable a broader customer base to buy food at the restaurant while limiting the number of external customers entering the building.
- *Designate meal pick-up sites.* In order to further limit interaction with customers, Quincy's CVTE Culinary Arts Program will identify a single area where meals will be picked up.
- *Set up disinfecting stations.* Stations will be available at the front and back of the house for students and staff.

## **Early Education and Care**

Quincy's CVTE Early Education and Care Programs (NQHS-QHS) will follow both the DESE reopening guidance and the [Massachusetts Child and Youth Serving Programs Reopen Approach](#). In implementing these guidelines, Quincy's CVTE Early Education and Care Programs will:

- *Limit childcare to professional teaching staff.* Students will not participate as direct caregivers for the first two months. Instead, they will conduct observations through observation windows or remotely, if available or through online professional development materials.
- *No external placements permitted.* Students will not visit offsite childcare centers for the first two months.

## **Automotive Technology**

Quincy's CVTE Automotive Technology Program will abide by both the DESE reopening guidance and the [Massachusetts Reopening Mandatory Safety Standards for Workplaces](#). In implementing these guidelines, Quincy's CVTE Automotive Technology Program will:

- *Provide appointment-based services only.* For services provided to external customers (i.e., the public), service will be by appointment only to limit interaction.
- *Minimize public entry to the building.* Create drop-off and pick-up procedures for Quincy's CVTE Automotive Technology Program that do not require personal

interaction, such as key drop-boxes. If customer interactions are needed, they must occur outside of the building.

- *Consider online payment systems.* If feasible and to limit interaction with customers, consider using or creating online booking systems with automotive service signature and credit card payment options.

## **Design and Visual Communications**

Quincy's CVTE Design and Visual Communications Program will abide by both the DESE reopening guidance and the [Massachusetts Reopening Mandatory Safety Standards for Workplaces](#). In implementing these guidelines, Quincy's CVTE Design and Visual Communication Program will:

- *Limit external customers.* For external customers, Quincy's CVTE Design and Visual Communication Program will utilize virtual operations.
- *Provide appointment-based services only.* For services provided to external customers, service will be by appointment only to limit interaction.
- *Minimize public entry to the building.* Create pick-up procedures for Quincy's CVTE Design and Visual Communication Program products that do not require personal interaction.

**Cooperative Education (Co-op), Clinical Placements, and Internships:** At this time, co-op placements and internships are limited to seniors only.

Currently, clinical sites for health career technology are not accepting students due to the increased risk of COVID-19. DESE anticipates that clinical placement sites will not accept students for at least the first two months of the school year due to the ongoing risk of COVID-19. DESE will revisit the health care technology clinical placements experiences in future for guidance based on COVID-19 trends.

Cooperative education and clinical placements must abide by the DESE reopening guidance and follow the [Manual for Chapter 74 Vocational Technical Cooperative Education \(download\)](#). Internships must follow the [Massachusetts Elements of Model Internship Programs \(download\)](#). These employers must provide COVID-19 safety procedures for their workplace. At a minimum, these procedures will follow current OSHA guidelines on [Returning to Work](#) and OSHA guidance for [specific industries](#). Internship programs will follow the same procedures. In implementing the above guidelines, Quincy's CVTE Programs will:

- *Complete routine safety checks prior to students beginning programs.* Routine safety checks, including the COVID-19 compliance [checklist found here](#), will be completed prior to students beginning these programs. Add a COVID-19 specific checklist (mask requirements, equipment disinfecting protocols,

handwashing/disinfecting stations on site, etc.) to existing safety checks. CVTE Programs will keep students at least 6 feet apart with no extended close contact.

- *Train students in COVID-19 safety and operational procedures.* Students will be trained in these protocols prior to entering the workplace for their programs.
- *Incorporate COVID-19 practices into regular inspections.* As outlined in the Manual for Chapter 74 Vocational and Technical Cooperative Education, co-op coordinators or instructors must inspect the work facility. This inspection should include a review of COVID-19-specific safety processes and practices. Inspectors should follow their school's recommended safety protocols when visiting workplaces.
- *Consult with program advisory committee members for industry-specific information.*

### **Guidance for Quincy's CVTE Exploratory Program ~ Freshmen Seminar**

Quincy's CVTE Exploratory Program (Freshman Seminar) is essential to foster student engagement and provide an important opportunity to introduce students to an array of CVTE program options. In preparing students to explore career vocational technical areas, in-person practical applications and hands-on learning experiences will be utilized where safety permits. However, safety requirements due to COVID-19 may impact students' ability to participate in in-person exploratory programs. As a result, Quincy's CVTE Program will do the following:

- *Quincy's CVTE Exploratory ~ Freshman Seminar Program Timeline and Rotation Schedule.* Consistent time and focus will be provided for each of Quincy's CVTE Programs. Timeline and rotation schedule will offer equal time in each program and an equal balance of in-school and/or remote learning, to the greatest extent possible. Quincy's CVTE Freshman Seminar Program rotations will be modified to incorporate 9<sup>th</sup> grade students meeting with all CVTE Programs during semester one. This will enable students to meet in-person for a second rotation during semester two.
- *Provide exploratory program content and learning in school.* To the extent possible, Quincy's CVTE Exploratory Program will be held in school. If program content and learning must take place online, Quincy's CVTE Exploratory Program will focus on career exploration, soft skills, or essential workplace skills. Remote learning engagement strategies may include:
  - Alumni and business owner video presentations or virtual meetings
  - Career pathway awareness with student support services/guidance staff
  - Career interest surveys
  - Student-led video presentations or virtual meetings
  - Video lessons with vocational instructors

- Live Zoom/Google Meet lessons from the vocational area
- Ted Talks or other appropriate videos with discussion
- Student-led discussions or project presentations

### **High Quality Professional Development and Training for CVTE Program Staff**

To prepare Quincy's CVTE Program staff for both Hybrid and Remote Learning Models, high quality professional development and training will be provided, including curriculum design and development, remote learning, technology, COVID-19 Training, etc.

Professional Development and Training opportunities include:

- CVTE Program Summer Curriculum Design and Development ~ Quincy's CVTE staff were provided the opportunity to research, design and develop remote learning lessons, activities, and assessments for both the Hybrid and Remote Learning Models.
- Summer Technology Training Opportunities ~ Quincy's CVTE staff were provided the opportunity to participate in various optional summer technology trainings, including Blended Learning and Flipping Classrooms, Google Classrooms for Educators, Using Google forms for Assessment.
- Summer Synchronous Online Teaching Strategies, Dr. Theresa Wills ~ Quincy's CVTE staff were provided the opportunity to participate in summer professional development. Synchronous Online Teaching Strategies professional development includes topics, such as redefining online learning, building classroom communities, interacting in meaningful ways, giving students agency, student voice, and engaging students.
- COVID-19 Training ~ Quincy's CVTE staff will participate in COVID-19 Training, this fall. COVID-19 training will provide the opportunity to review and unpack the various DESE reopening guidelines, including Initial Fall School Reopening, Facilities and Operations, Transportation, Courses requiring additional Safety Considerations, CVTE reopening, and protocols for responding to COVID-19 scenarios.

### **CVTE Communications, Collaborations, and Connections**

Quincy's CVTE Program will continue to communicate, collaborate, and connect to various key stakeholders across the state as well as the City of Quincy to effectively and efficiently support the reopening of career vocational and technical education programs and insure the safety and health of our students, teachers, and staff. Below, please find the various agencies, institutions, and teams associated in the planning, implementation, and assessment of the reopening of CVTE Programs this fall:

- Department of Elementary and Secondary Education

- Department of Elementary and Secondary Education, College, Career, and Technical Education
- MA Association of Vocational Administrators
- Comprehensive High Schools CVTE Directors
- City of Quincy, Mayor Thomas P. Koch's Office
- Quincy School Committee
- QPS Superintendent's Leadership Team
- QPS Principals Team
- QPS Curriculum, Assessment, and Management Team
- QPS Technology Planning and Training Team
- QPS Career Vocational and Technical Education Team
- QPS Career Vocational and Technical Education Safety Team
- QPS Career Vocational and Technical Education Program Advisory Team

## Remote Learning Model

The district's remote learning model would be a combination of synchronous instruction with a mix of asynchronous assignments, activities and projects. The ideal would be to provide as much remote "live" or synchronous teaching as possible throughout the week. The daily remote schedule would be modeled after a traditional school day. All teaching staff members would contribute to the weekly schedule and provide students with "live" remote teaching (*Google Meet or Zoom*), recorded lessons (*through Spotify, Youtube or Screencast*), skill support, or small group check-ins. At all grade levels, social-emotional support and wellness check-ins will be built into the schedule.

At the elementary school level teachers in grades 1-5 will be paired together, with teacher A teaching English language arts and social studies and teacher (B) teaching mathematics and science. Both teachers A and B would be assigned a homeroom of approximately 20 students. The students would log in to their assigned Google Meet homeroom each morning and participate in morning work such as calendar and circle time activities. After completing morning work with their students, Teacher A would then teach either English language arts or social studies, while Teacher B is simultaneously teaching their homeroom students math or science. The teachers would then switch groups. It should be noted that the teacher will switch between Google Meets, not the students. The students will remain in the same Google Meet for the entire day. These two teachers will continue with this model for all subject areas, throughout the day. Academic program classes such as art, music and physical education will also be scheduled. Instruction will also be provided through live Google sessions. The art, music and physical education teacher will also use the homeroom teacher's Google Meet link so that the students can remain in the same virtual classroom throughout the course of

the day. Literacy, special education and English language learning services will be provided through the use of remote breakout rooms or a separate Google Meet at a predetermined time in the schedule.

At the middle school level, students will follow a similar remote learning model and engage with their core academic teachers throughout the course of the day (math, science, social studies, ELA, Reading (*grades 6-7*) or Spanish (*grade 8*). Academic programs classes such as art, music, physical education, health, library/media and technology/engineering will also be incorporated into our middle school students' weekly schedule. Instruction will also be provided through "live" synchronous sessions throughout the week. Special education and English language learning will be provided through the use of remote breakout rooms or a separate Google Meet or Zoom session.

At the high school level, a full remote model will provide students access to all of their courses. In the remote model, most students will be scheduled for six classes in blocks A through G. In a typical year, the seventh block would contain a study (with physical education replacing study in one quarter). In a full remote model, students will not be assigned to study and this will be an unscheduled block during which students may complete work for any courses or take a break. Physical Education will be scheduled in one quarter during this block. Special education and English language learning classes will also be scheduled through the use of remote breakout rooms or a separate Google Meet or Zoom session. For students in Chapter 74 programs, their courses may fill all seven blocks of the Quincy High School schedule, eliminating a study hall period.

In Pre-Kindergarten and Kindergarten, students will be assigned one teacher for "live" synchronous instruction using a half-day model. Academic program teachers such as art, music and physical education will also provide "live" interactive lessons each week. In a remote learning model, substantially separate programs will run in-person classrooms every day. Special education students and English language learners will be prioritized for in-person instruction as much as possible. Decisions for in-person learning will be dependent on the level of need of the individual student. Students who attend school remotely will receive their services remotely through the use of breakout rooms or separate Google Meet or Zoom sessions.

*Sample Remote Schedule Pre-Kindergarten/Kindergarten (Half-day Model)*

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
30-45 Minutes for Attendance, Calendar, Morning Meeting	30- 45 Minutes for Attendance, Calendar, Morning Meeting	30 - 45 Minutes for Attendance, Calendar, Morning Meeting	30 - 45 Minutes for Attendance, Calendar, Morning Meeting	30 - 45 Minutes for Attendance, Calendar, Morning Meeting
Motor activity	Motor activity	Motor activity	Motor activity	Motor activity
30 - 45 Minute Literacy Block	30 - 45 Minute Literacy Block	30 - 45 Minute Literacy Block	30 - 45 Minute Literacy Block	30 - 45 Minute Literacy Block
15 Minute Snack	15 Minute Snack	15 Minute Snack	15 Minute Snack	15 Minute Snack
30 - 45 Minute Math Block	30 - 45 Minute Math Block	30 - 45 Minute Math Block	30 - 45 Minute Math Block	30 - 45 Minute Math Block
Art or Music activity	Art or Music activity	Art or Music activity	Art or Music activity	Art or Music activity
15 Minutes Lively Letters, Handwriting Without Tears	15 Minutes Lively Letters, Handwriting Without Tears	15 Minutes Lively Letters, Handwriting Without Tears	15 Minutes Lively Letters, Handwriting Without Tears	15 Minutes Lively Letters, Handwriting Without Tears

*Sample Remote Schedule Grade 3 (Teacher A ELA/Social Studies, Teacher B Math/Science)*

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
15 minutes, Welcome/ Attendance activity	15 minutes, Welcome/ Attendance activity	15 minutes, Welcome/ Attendance activity	15 minutes, Welcome/ Attendance activity	15 minutes, Welcome/ Attendance activity
75 minutes ELA, Literacy (includes whole group work, small group break-out work, differentiated learning, and interventions as appropriate)	75 minutes ELA, Literacy (includes whole group work, small group break-out work, differentiated learning, and interventions as appropriate)	75 minutes ELA, Literacy (includes whole group work, small group break-out work, differentiated learning, and interventions as appropriate)	75 minutes ELA, Literacy (includes whole group work, small group break-out work, differentiated learning, and interventions as appropriate)	75 minutes ELA, Literacy (includes whole group work, small group break-out work, differentiated learning, and interventions as appropriate)
15 minutes Snack Break	15 minutes Snack Break	15 minutes Snack Break	15 minutes Snack Break	15 minutes Snack Break
75 minutes Math (includes whole group work, small group)	75 minutes Math (includes whole group work, small group)	75 minutes Math (includes whole group work, small group)	75 minutes Math (includes whole group work, small group)	75 minutes Math (includes whole group work, small group)



break-out work, differentiated learning, and interventions as appropriate)	break-out work, differentiated learning, and interventions as appropriate)	break-out work, differentiated learning, and interventions as appropriate)	break-out work, differentiated learning, and interventions as appropriate)	break-out work, differentiated learning, and interventions as appropriate)
30 minute Specialist	30 minute Specialist	10 minutes wrap-up	30 minute Specialist	30 minute Specialist
30 minute Lunch/Recess	30 minute Lunch/Recess		30 minute Lunch/Recess	30 minute Lunch/Recess
30 minute Writing	30 minute Writing		30 minute Writing	30 minute Writing
60 minute Science	60 minute Science		60 minutes Social Studies	60 minutes Social Studies
10 minutes wrap-up	10 minutes wrap-up		10 minutes wrap-up	10 minutes wrap-up

*Sample Middle School Remote Schedule*

<b>GRADE 7</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:30-9:20	Math	Social Studies	ELA	Science	ELA
9:20-9:30	Break	Break	Break	Break	Break
9:30-10:30	Social Studies	Technology/ Engineering	Social Studies	Math	Science
10:30-11:30	Science	ELA	Math	Art	Health
11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-1:10	ELA	Science	Library/Media	Social Studies	Math
1:10-1:20	Break	Break	Break	Break	Break
1:20-2:15	Wellness & Student Support	Math	Physical Education	Music	Wellness & Student Support
2:15-2:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

### Sample Remote Schedule for High School Grade 12

Modern Lit 7:45 – 8:35 AM	Engineering 7:45 – 8:35 AM	Modern Lit 7:45 – 8:35 AM	Engineering 7:45 – 8:35 AM	Modern Lit 7:45 – 8:35 AM
Engineering 8:40 – 9:30 AM	Modern Lit 8:40 – 9:30 AM	Engineering 8:40 – 9:30 AM	Modern Lit 8:40 – 9:30 AM	Engineering 8:40 – 9:30 AM
Physics 9:35 – 10:25 AM	French 4 9:35 – 10:25 AM	Physics 9:35 – 10:25 AM	French 4 9:35 – 10:25 AM	Physics 9:35 – 10:25 AM
French 4 10:30 – 11:20 AM	Physics 10:30 – 11:20 AM	French 4 10:30 – 11:20 AM	Physics 10:30 – 11:20 AM	French 4 10:30 – 11:20 AM
Break 11:25– 12:15 PM	US Government 11:25 – 12:15 PM	Pre-Calculus 11:25 –12:15 PM	Break 11:25 – 12:15 PM	US Government 11:25– 12:15 PM
Lunch 12:15-12:45 PM	Lunch 12:15-12:45 PM	Lunch 12:15-12:45 PM	Lunch 12:15-12:45 PM	Lunch 12:15-12:45 PM
US Government 12:45 - 1:35 PM	Pre-Calculus 12:45 - 1:35 PM	Break 12:45 - 1:35 PM	US Government 12:45 - 1:35 PM	Pre-Calculus 12:45 - 1:35 PM
Pre-Calculus 1:40 - 2:30 PM	Break 1:40 - 2:30 PM	US Government 1:40 - 2:30 PM	Pre-Calculus 1:40 - 2:30 PM	Break 1:40 - 2:30 PM

### Full Remote CVTE

In a full remote learning environment, students participating in Career, Vocational and Technical Education programs would be able to get about 60% of their required coursework online. The Technical and Health and Safety Proficiency Framework would be challenging to complete online as many of the required skills on the checklist are hands-on. The Co-op experiences, clinical placements and internships would only be offered to senior students, and would only take place if all health and safety guidelines for COVID-19 were in place.

## Out-of-School Time Plan

The district is committed to providing our students this fall with a well-rounded and balanced educational experience. Therefore, our **“Beyond the Bell”** programming will continue as we reopen our schools in September. Before and after school programs will be provided through a combination of remote and in-person offerings. Programs such as BOKS, homework support, yearbook, student council, MCAS support, intra-mural and extra-mural sports and activities that meet the health and safety requirements provided by DESE will be offered upon return to school in the fall.

## Student Supports and Professional Learning

## Wellness and Social Emotional Support

The Student Support district planning and professional development is focused on addressing the social and emotional wellness of all students. A tiered approach to reaching students will be used to ensure that issues such as stress, anxiety, depression, loneliness and physical health are supported and intervened upon. Providing students with such support is complicated by the restrictions of social distancing and remote learning. Therefore, it is imperative for student support and physical education staff to become competent remote instructors and practitioners. Also of great importance is the need to address racism and social justice as part of building an inclusive and supportive school community despite the current COVID related barriers. Tier 1 interventions that promote expected positive and inclusive behaviors will be taught through classroom lessons and school wide practices and acknowledgement systems. Students will be taught the skills for effective cross-cultural communication. Tier 2 interventions will be offered to students who may be struggling with social and emotional difficulties through small groups (in-person and/or remote) services and Tier 3 interventions will be offered for students struggling with overwhelming social, emotional and academic difficulties. The related professional development will help prepare staff to intervene and support using evidence-based curriculum and interventions.

### ***Professional Development for Wellness and Social Emotional Support***

<b>Dates</b>	<b>Topic</b>	<b>Staff Involved</b>	<b>Description</b>
4 Cohorts: (9:00-11:00) July 13, 20, 27, & Aug. 3  (9:00-11:00) July 14, 21, 28 & Aug. 4 (9:00-11:00 & 6:00-8:00) July 15, 22, & Aug. 5	Project Adventure Curriculum: Self-Awareness Self Management Responsible Decision Making Relationship Skills Social Awareness	Guidance Counselors, Health Interventionists Health Teachers, School Psychologists and Physical Education Staff (All Levels)	This is an 8 hour professional development series of Project Adventure curriculum for social emotional learning in alignment with the Collaborative for Academic Social, and Emotional Learning (CASEL). Participants will learn to be able to deliver social, emotional curriculum and support for in person and virtual implementation. There will be a focus on students' ability to identify feelings of stress, anxiety and depression and to acquire coping skills while building a sense of inclusive and supportive school community in person and remotely.

<p>6 Cohorts: (All 9:00-12:00)</p> <p>(2) Principal &amp; Asst. Principal July 2, Aug. 6 &amp; Aug. 7 July 3, Aug. 25 &amp; Aug. 31</p> <p>(1)Superintendent Leadership Team, School Committee &amp; Parent Represent. July 9, Sept. (2 dates TBD)</p> <p>(3)Teacher &amp; Support Staff August 3, 10, &amp; 19 Aug. 4, 11, &amp; 18 Aug. 5, 12, &amp; 19</p>	<p>VISIONS Inc.</p> <p>Develop/Share common language/framework within which to have challenging discussions &amp; move towards positive change for diversity, equity &amp; inclusion.</p>	<p>District Administrators, School Committee &amp; Parent Repres., Principals, Assistant Principals, Teachers and Support Staff</p>	<p>Participants will: acquire a set of skills/multicultural tools that will enhance their command of concepts around identity, culture, equity, diversity &amp; inclusion, practice the application of these multicultural tools in addressing challenges around difference at all levels with respect to everyday positions/roles, programs that impact the school community. Provide students with direct learning opportunities with regard to systemic racism, and social justice as well as an opportunity to learn and practice communication skills for effective cross-cultural dialogue.</p>
<p>Student Support Team Meetings (9:00-11:00): September 8, 9 &amp; 10</p>	<p>Planning Meeting for Implementation of Curriculum and Support Services</p>	<p>All Levels: Guidance, School Psychologists, Health Interventionists, Health Teachers</p>	<p>Teams will plan scope and sequence of social emotional learning for site implementation. The implementation plan will include individualized check-in's, small groups, classroom lessons, and schoolwide supports.</p>

### Assessment and Intervention

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

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

English Language Educators will rely on Spring 2020 ACCESS scores and proficiency levels as well as individual student success plans to determine where an English learner may be starting the school year. All QPS educators employ a variety of formative assessments for real time growth and development.

### Planning and Instruction

Quincy Public School’s 2020 Summer Professional Development Plan was designed to offer a variety of training opportunities focused on developing digital literacy skills and remote learning strategies as well as opportunities for curriculum development and multicultural and diversity training for all QPs educators and administrators.

The charts below show the professional learning opportunities available from June through the start of school.

### Professional Learning for Staff

2020 Summer Professional Development  
June 2020 - September 2020

Session Title	Summer Schedule	Grade Level	Staff Enrolled	Funding Source	Administrator
Self-Guided Remote Learning Training	June 15-July 3	All Levels	17	No Cost	SLT
Dr. Wills Synchronous Online Teaching Strategies with Dr. Wills	June 18-26	Summer Program Pre-School, Elementary and Special Educators	75	ESSER/ CARES Funding	SLT
Dr. Wills Synchronous Online Teaching Strategies with Dr. Wills	June 22-25	Summer Program Middle and High School, EL and Special Educators	60	ESSER/ CARES Funding	SLT
Visions Inc.: Building district Capacity to Support the Work of diversity, Equity and Inclusion	July 2, 6, 9, August 19, 20, 24, 25	District Administrators, School Committee, Principals and Assistant Principals	42	ESSER/ CARES Funding	Maura Papile
CVTE Virtual Program Planning Meetings	July 22, and August 5	Career, Vocational, and Technical Educators	22	ESSER/ CARES Funding	Keith Segalla
Visions Inc.: Multicultural Training for Faculty	August 3, 4, 10, 11, 12, 17, 18, 19	Teacher Cohorts A, B and C	64	ESSER/ CARES Funding	Maura Papile
Synchronous Online Teaching Strategies with Dr. Wills	August 17-22 9:00-10:00 AM	Elementary Level	75	ESSER/ CARES Funding	Erin Perkins, Kim Quinn
Synchronous Online Teaching Strategies with Dr. Wills	August 17-22 11:00-12:00 PM	Middle/High School Levels	75	ESSER/ CARES Funding	Madeline Roy, Kim Quinn
Engaging Math Students in a Remote Learning Environment	August 27 August 31	Elementary Middle/High	75	ESSER/ CARES Funding	Kim Quinn
Revising Pacing and alignment guides for Remote and Hybrid Learning	August 17- September 24	Elementary Curriculum Work Group	30	ESSER/ CARES Funding	CAMT

Session Title	Summer Schedule	Grade Level	Staff Enrolled	Funding Source	Administrator
Revising the Pacing and Alignment Guides for Remote and Hybrid Learning	August 17- September 4	Middle School Curriculum Work Groups	30	ESSER/ CARES Funding	CAMT
Revising Course Syllabi for Remote and Hybrid Learning	August 17- September 4	High School Departments	30	ESSER/ CARES Funding	Department Chairs
Remote Summer Technology Training Opportunities	August 21- September 2	All Levels	130	ESSER/ CARES Funding	Technology Planning and Training Team

In addition to the professional development and support for professional staff, the district is also planning comprehensive training and support for parents and guardians. Training will be offered at the end of August and beginning of September and will include a range of topics such as **“Creating a Structured Learning Environment at Home”** and **“Supporting your Child with the Curriculum.”** Technology training will also be available for parents and guardians to support their students on the various instructional platforms used by the Quincy Public Schools teachers.

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**Quincy Public Schools *Technology Planning* and *Training Team***

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**SUMMER TECHNOLOGY TRAINING OPPORTUNITIES ~ MIDDLE/HIGH**

Quincy Public Schools Technology Planning and Training Team in collaboration with the QPS Digital Learning Team is pleased to offer various optional summer technology training opportunities (in-person or self-paced tutorials) for middle and high school professional staff. Technology training sessions will take place in-person August 31 - September 2. A maximum of 8 participants per training session. PDP's will be provided upon completion of each training evaluation.

To register, please email [qpsdigitallearning@quincypublicschools.com](mailto:qpsdigitallearning@quincypublicschools.com) and indicate your session choice(s). We will accept registrations on a first come, first served basis. If you should have any questions or need additional information, please do not hesitate to contact Keith Segalla at (617) 984-8731 or email [keithsegalla@quincypublicschools.com](mailto:keithsegalla@quincypublicschools.com).

In addition, Marisa Forrester has developed self-paced remote learning Google Classroom tutorials (page two).

<b>TRAINING SESSION E</b>	<b>TRAINING DESCRIPTION</b>	<b>TRAINING DATES</b>	<b>TRAINING TIMES</b>	<b>TRAINING LOCATION</b>
<b>Aspen Gradebook Beginners</b>	Teachers will understand the fundamentals of the Aspen Gradebook. Working in the Gradebook, teachers will learn how to create and import categories and assignments.	<b>Monday August 31</b>	8:00 a.m. – 10:00 a.m.	Quincy High Room D320
<b>TRAINING SESSION F</b>	<b>TRAINING DESCRIPTION</b>	<b>TRAINING DATES</b>	<b>TRAINING TIMES</b>	<b>TRAINING LOCATION</b>
<b>Google Classroom for Educators</b>	Google Classroom is a powerful tool that can offer students a blended learning environment. Teachers will learn staff and student login procedures; create and customize a classroom; create multiple choice & short response questions; attach videos, pictures, links & documents; and learn to how to incorporate slides, pages and google docs.	<b>Monday August 31</b>	10:15 p.m. – 12:15 p.m.	Quincy High Room D320
<b>TRAINING SESSION G</b>	<b>TRAINING DESCRIPTION</b>	<b>TRAINING DATES</b>	<b>TRAINING TIMES</b>	<b>TRAINING LOCATION</b>
<b>Aspen Gradebook Intermediate</b>	Teachers will learn advanced features of the Aspen Gradebook, including importing categories and assignments from prior terms, setting up student assignment submission and creating online tests/quizzes. Bring your course syllabi.	<b>Tuesday September 1</b>	8:00 a.m. – 10:00 a.m.	Quincy High Room C325

TRAINING SESSION H	TRAINING DESCRIPTION	TRAINING DATES	TRAINING TIMES	TRAINING LOCATION
<b>Blended Learning and Flipping Classrooms</b>	QPS presenters will share and deliver the right mix of eLearning, classroom instruction, tools, resources, and apps that will assist teachers with instructional and digital learning strategies.	<b>Tuesday September 1</b>	10:15 a.m. – 12:15 p.m.	Quincy High Room C325
TRAINING SESSION I	TRAINING DESCRIPTION	TRAINING DATES	TRAINING TIMES	TRAINING LOCATION
<b>Aspen Teacher Pages</b>	This session will teach staff members how to create their own webpage in Aspen. Aspen Teacher Pages allow teachers to share information and ideas with students and parents while promoting real time student collaboration outside the classroom.	<b>Wednesday September 2</b>	8:00 a.m. - 10:00 a.m.	Quincy High Room D320
TRAINING SESSION J	TRAINING DESCRIPTION	TRAINING DATES	TRAINING TIMES	TRAINING LOCATION
<b>Google Classroom for Educators Experienced</b>	This session is for Educators who have some experience in Google Classroom and ready to take a deeper dive into more advanced features, including how to differentiate assignments for groups, push apps and websites directly into the classroom, review, editing, and publishing features, and student broadcasts and presentations in google classroom.	<b>Wednesday September 2</b>	10:15 a.m. – 12:15 p.m.	Quincy High Room D320

<b>SELF-PACED REMOTE LEARNING TUTORIALS</b> To access the specific links below, hold Control (Ctrl) Key and click on link.	
All Staff: <a href="#">Google Classroom 101</a>	All Staff: Part 1: <a href="#">Master the Screencast</a> Part 2: <a href="#">Screencast &amp; Google</a>
All Staff: <a href="#">Google Classroom 102</a>	
All Staff: <a href="#">Mastering Google Classroom Assignments</a>	All Staff: <a href="#">Edulastic - Interactive Online Assessments</a>
All Staff: <a href="#">Google Collaborate</a>	All Staff: <a href="#">Engage &amp; Amplify with FlipGrid</a>
All Staff: <a href="#">Google Meet</a>	

### [Google Classroom 101](#)

Want to get started with Google Classroom? If you are completely new to or a beginner with Google Classroom, this PD is right for you! (However, you will need to have some background understanding of Google Drive, Docs and Slides.) You will watch a series of video tutorials to learn the ins and outs of Google Classroom. Topics covered include



setting up a Google classroom, Posting Assignments/Materials/Quizzes and Add Students and Invite their Guardians. You will also have the opportunity to explore a sample classroom!

### **[Google Classroom 102](#)**

Once you've learned the basics of Google Classroom, this PD will extend your learning for more ways to use Google Classroom. This PD is for those who feel like they are comfortable with Google Classroom but want to learn more or have completed the Google Classroom 101 PD and are ready to learn more!! This PD will overview Google Classroom in 3 Parts: (1) Posting different types of Google Classroom Assignments (Assignments, Quiz Assignments, Question, Material, Reuse a Post, Topic), (2) Create Simple Digital Worksheets for Students and (3) Tips and Tricks for Managing your Google Classroom.

### **[Mastering Google Classroom Assignments](#)**

So you've learned how to use google classroom, but now you want to advance your tech skills?! Well, you've come to the right place!! Now that you're gaining some comfort with how Google classroom works, this PD will show you how to create more technology-enhanced assignments for your students using Google Slides.

### **[Screencastify](#)**

- **[Master the Screencast \(Part 1\)](#)**

Welcome to the Master the Screencast course, where you will learn how to create videos for students. This course will also take you through impactful ways to use video to transform your classroom and communicate with the people who matter most - your students, their parents, and your colleagues. We'll also spend some time thinking about how we can get students creating their own content.

- **[Screencast & Google \(Part 2\)](#)**

In Part 2 of Screencastify, you will learn about integrating Screencastify with the Google Suite! This PD will start with an overview of how Screencastify, Google Keep, and Google Docs can help you collaboratively plan and gather lesson resources. Next it will cover how to use Screencastify and Google Classroom to maximize instructional time, encourage students, and build student capacity. You will also learn the following: how students can use Screencastify along with tools like Google Slides to achieve a deeper understanding, impactful ways to provide student feedback in Google Classroom and Google Slides, how to build assessments with Google Forms that allow students to demonstrate their knowledge beyond a boring multiple choice exam. Finally, you will explore a few ways to use Screencastify and Google Classroom to reflect and improve!

### **FlipGrid**

Engage and amplify with Flipgrid! This quick and easy platform allows teachers to create assignments that are completed by students submitting short videos. Participants will learn how to create a Grid, Topics, and share with students. You will discover ways to use Flipgrid within your larger learning communities. Finally, you will practice making your own Flipgrid Video!

### **Google Meet**

This PD will cover the most secure ways and best practices for using Google Meets in 3 Parts. The “before” covers setting up a Google Meet integrated with your Google Classroom. “During” shares tools for conducting a live Google Meet with your students. Finally, in “after” steps provides protocols on how to properly end a Google Meet.

### **Google Collaborate**

This PD is intended for educators who have already mastered Google classroom and video tools (Screencastify or Google Meets) and are looking for new and innovative ways to use Google through an overview of 3 ways to collaborate with Google. I suggest reviewing all 3 options and picking one that you think works best with your virtual classroom style to implement. These tutorials provide an overview of these tools. I look forward to hearing how you plan to use these with your expertise and innovation in using technology tools!

### **Edulastic - Interactive Online Assessments**

In this PD, you will learn to create your very own digital assessments that include a variety of tech-enhanced and next generation type questions. Edulastic is an amazing resource, providing a free platform to create quizzes and a question bank that teachers can draw resources from. Edulastic allows for single sign on, so teachers and students will use their QPS Google account to get started!

# Health and Safety Requirements

Quincy Public Schools student and staff safety is our first priority. The information contained below is provided to our school communities in an effort to inform and protect our students and staff from the spread of COVID-19. Through the combined efforts of parents, students and staff we are confident that we can work together to provide a healthy and safe learning experience for our community.

## How COVID-19 Spreads

COVID-19 spreads mainly from person to person. It is spread through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land on people who are nearby (within 6 feet). It may also be possible for a person to get COVID-19 by touching a recently contaminated surface or object and then touching their own mouth, nose, or eyes. There is currently no vaccine to prevent COVID-19. The best way to prevent infection is to avoid exposure to the virus.

To help prevent the spread of COVID-19, everyone should know [how to protect themselves](#). We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020 - 2021 school year.

Sources:

1. Boston Public Health Commission website accessed 12p.m. on July 31, 2020 <https://www.bphc.org/whatwedo/infectious-diseases/Infectious-Diseases-A-to-Z/Pages/2019-Novel-Coronavirus.aspx>
2. Center for Disease Control website accessed 12:15p.m on July 31, 2020 <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

## Personal Protective Equipment (PPE)

On March 13, 2020, all schools in Quincy closed for a two-week period, which was extended twice by Governor Baker and eventually through the end of the 2019-2020 school year. Immediately, when we first announced the initial school closure in Quincy in March, QPS placed a substantial order of supplies including large quantities of hand-sanitizer, hand wipes, and cleaning supplies that will help to keep us healthy and safe. The District is eligible to receive reimbursement for supplies through funding made available through the CARES Act. Supplies purchased to date include the following:

- Nitrile and vinyl gloves
- N95 Masks
- Masks (adult and child-size)
- Face Shields
- Eye Goggles
- Scrub tops for designated personnel
- Infrared Thermometers
- Hand Sanitizer Dispensers (Classroom)
- Hand Sanitizer Dispensers (Standing)
- Hand Sanitizer Refills
- Sanitizer Wipes

As we track the pandemic, we will plan to place additional orders as we will continue to closely observe the lead times of consumables to ensure that the supplies will be available as needed.

## Use of Masks/Face Coverings in school

Please note that masks with a valve will be prohibited to be worn in Quincy Public Schools. It is a safety concern, because the valve allows for air to be exhaled without being filtered, it is similar to not wearing a mask at all. So, for everyone's safety no masks with valves will be allowed.

- [How to Wear a Face Covering Poster \(MDPH\)](#)
- [How to Safely Wear a Face Covering Video \(MDPH\)](#)
- [Use Cloth Face Covering to Help Slow the Spread \(CDC\)](#)
- [Poster on Safely Wearing Face Masks \(CDC\)](#)

How to put on a face mask:

- Ensure your face mask is clean, dry and not damaged.
- Wash and dry your hands before putting on your face covering.
- Put it over your nose and mouth and secure it under your chin.
- Try to fit it snugly against the sides of your face, no gaps.
- Make sure you can breathe easily.
- Wash and dry your hands.

While wearing a face mask:

- Do not touch the front of the face mask. If you do, clean your hands and dry thoroughly.
- Avoid touching your face, as infection can still be introduced by touching your eyes or if you are not wearing your face mask correctly.

- Face masks should not be moved during use. This includes being pulled up or pulled down below your chin. If you need to remove your mask (for example, to eat) - remove it safely, dispose of it appropriately (or wash if a home-made facial covering or cloth mask) and clean your hands.
- Replace the face mask if it becomes damp, damaged, or soiled.

To safely remove your mask:

- Clean your hands with soap and water or use hand sanitizer (containing at least 60 percent alcohol). Ensure your hands are dry.
- Remove the face mask from behind (do not touch the front of the mask) by untying ties or removing loops and pull it away from your face. Be careful not to touch your eyes, nose, and mouth when removing your mask.
- Clean, store or dispose of it appropriately.
- Clean your hands again (as above).

## **School Safety Protocols**

The Superintendent of Schools, Coordinator of School Health Services, and Coordinator of Custodial Services have collaborated to develop protocols to keep our students and staff safe. To review safety protocols, ensuring that we create the safest return to school possible, please click on the links provided below. All documents attached here are also provided in the appendix. As recommended by the Centers for Disease Control (CDC) safety protocols have been developed to address the following:

[What to do if a student or staff are sick](#) - learn more about steps to take if a student or staff are sick and present with COVID-19 like symptoms;

[Instruction on masks/face coverings](#) (how to do, wear, remove, and store);

[Administrator safety protocols](#) and/or procedures

Frequent [risk assessment](#) checks by Administrators to ensure that all safety measures are being followed and [supplies](#) are in stock.

## **Screening and Monitoring**

In accordance with state and local laws and regulations, school nurses/administrators should notify the Quincy Health Department staff, and families immediately of any case

of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#).

The Quincy Public Schools Nursing Team will work collaboratively with the Quincy Health Department to identify individuals who have tested positive and/or who had a close contact with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.

Quincy Public Schools Coordinator of Health Services will work closely with the Quincy Public Schools Administrative Team to identify any COVID-19 cases and any necessary actions.

## **Student/Staff Member Isolation Procedures**

Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case. Staff and families will be asked to report any illness symptoms that precludes them from attending school, to be able to identify symptom surveillance.

Staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school will be separated from well students/staff. Individuals who are sick will be triaged by the school nurse and asked to either go home immediately or to a healthcare facility depending on the severity of the symptoms. Any individual who becomes sick at school will be triaged for further medical assessment and testing based on their symptoms. They will be asked to follow [CDC guidance for caring for oneself and others who are sick](#).

Each school will have a designated “Medical Waiting Room,” where staff and/or students will be triaged and assessed for an appropriate disposition.

School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See also [What Healthcare Personnel Should Know](#), a protocol that explains what we need to know about caring for patients with confirmed or possible COVID-19 infection.

If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have COVID-19.

Families need to provide the school with at least four emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.

PreK, K and 1st grade students who are not wearing a mask and are showing signs of illness will be asked to wear a mask to reduce the spread of the illness until they leave the school premises.

## **Working with the Quincy Department of Public Health**

The Quincy Public Schools Administrators, Coordinator of Health Services and school nurses will work in partnership with the Quincy Health Department to identify individuals who have tested positive and/or who had a close contact with a person diagnosed with COVID-19. The number one priority is to protect the health and safety of all the students, staff and community.

### **Hand washing/sanitizing procedures**

Follow these five steps every time:

- **Wet your hands** with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather your hands** by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- **Scrub your hands** for at least 20 seconds.
- **Rinse your hands** well under clean, running water.
- **Dry your hands** using a clean towel or air dry them.
- **Wash your hands** frequently with soap and water frequently for at least 20 seconds.

Handwashing should be done often, but always:

- **After** blowing your nose, coughing, or sneezing
- **After** being in a public place
- **Before** eating and/or preparing food
- **Before** touching your eyes or putting in contact lenses
- **After** using the toilet
- **Before** and **after** treating a cut or wound
- **After** touching an animal, animal feed, or animal waste
- **After** touching garbage

If you are unable to wash your hands, use an alcohol-based hand sanitizer

Additional Information:

- [Your Health is in Your Clean Hands](#)
- [Handwashing Poster](#)
- [Hand Washing and Hand Sanitizer \(2 pages\)](#)
- [Stop Germs: Wash your Hands](#)
- [Germs Are All Around You](#)

## School Facilities / Cleaning and Disinfecting Procedures

### Cleaning, Sanitizing and Disinfecting Classrooms, Restrooms and Common Areas

**Resources and Supplies:** Below is information concerning what cleaning, sanitizing and disinfecting supplies are used in the Quincy Public Schools (QPS).

1. School Districts must use EPA-registered disinfectants and sanitizers for use against COVID-19. Staff must follow directions on the product label, including ensuring that the disinfectant or sanitizer is appropriate for specific types of surfaces (such as food-contact surfaces).
2. When EPA-approved disinfectants are not available, a water diluted bleach solution can be used. For example, add 1/3 cup of household bleach to 1 gallon of water or 4 teaspoons of bleach per quart of water. Alternatively, a 70% alcohol solution can be applied.
3. All bleach and water dilutions must be freshly mixed every 24 hours. Bleach solutions must be prepared daily to ensure their ability to safely sanitize or disinfect. When preparing sanitizing or disinfecting dilutions, always add bleach to water. This helps to avoid bleach splashes caused by adding water to bleach. Use either the sanitizing or the disinfecting dilution as specified above.
4. Many cleaning agents can be irritants and trigger acute symptoms in children with asthma or other respiratory conditions. Cleaning solutions must not be prepared in close proximity to children.
5. Staff must check the product label to ensure bleach is intended for disinfection, and ensure the product is not past its expiration date. Unexpired household bleach will be effective against COVID-19 when properly diluted. Some bleaches, such as those



designed for safe use on colored clothing or for whitening may not be suitable for disinfection.

6. Staff must follow manufacturer's instructions for application and proper ventilation. Staff must never mix household bleach with ammonia or any other cleanser. Staff must leave the cleaning solution on the surface for at least one (1) minute before wiping.

7. School Districts shall use child-safe cleaning, sanitizing, and disinfecting solutions and children should never be present when mixing solutions.

8. Only single use, disposable paper towels shall be used for cleaning, sanitizing, and disinfecting. Sponges shall not be used for sanitizing or disinfecting.

9. All sanitizing and disinfecting solutions must be labeled properly to identify the contents, kept out of the reach of children, and stored separately from food items. Staff must not store sanitizing and disinfecting solutions in beverage containers.

10. Staff must avoid aerosols, as they contain propellants that can affect breathing. Pump or trigger sprays are the preferred application method.

**Proper Usage:** Proper guidelines must be followed when cleaning, sanitizing, and disinfecting.

1. All sanitizing and disinfecting solutions must be used in areas with adequate ventilation and never in close proximity to children. This process will avoid triggering acute symptoms in children with asthma or other respiratory conditions. Staff must not spray chemicals around children. If possible, move children to another area or have staff redirect students safely away from the area where a chemical is being used.

2. To ensure effective cleaning and disinfecting, staff must always clean surfaces with soap and water first, then disinfect using a diluted bleach solution, alcohol solution with at least 70% alcohol, or an EPA approved disinfectant for use against the virus that causes COVID-19. Cleaning first will allow the disinfecting product to work as intended to destroy germs and viruses on the surface.

3. Use all cleaning products according to the directions on the product label. Following the manufacturer's instructions for concentration, application method, and contact time for all cleaning and disinfection products is essential.

4. Surfaces and equipment must air dry after sanitizing or disinfecting. Staff must not wipe dry a disinfectant solution unless it is so indicated in a product instruction. Careful supervision is needed to ensure that children are not able to touch the surface until it is completely dry.

5. Keep all chemicals out of the reach of children both during storage and when in use.
6. Keep chemicals in their original containers. If this is not possible, clearly label the alternate container to prevent errors.
7. Do not mix chemicals. Doing so can produce a toxic gas.

**General Guidelines for Cleaning, Sanitizing, and Disinfecting:** School Districts must follow these general guidelines for cleaning, sanitizing, and disinfecting.

1. Intensify the program's routine cleaning, sanitizing, and disinfecting practices, paying extra attention to frequently touched objects and surfaces, including door knobs, bathrooms and sinks, keyboards, and bannisters/railings.
2. Clean and disinfect toys and activity items, including sports and specialty camp activity equipment (e.g. climbing walls), used by children more frequently than usual and take extra care to ensure that all objects that children put in their mouths are removed from circulation, cleaned, and sanitized before another child is allowed to use it.
3. While cleaning and disinfecting, staff must wear gloves as much as possible. Handwashing or use of an alcohol-based hand sanitizer after these procedures is always required, whether or not gloves are used.

**Cleaning, Sanitizing, and Disinfecting Indoor Play Areas:** School Districts must follow these guidelines for cleaning, sanitizing, and disinfecting indoor play areas.

1. Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures. Programs should conduct regular inspection and disposal of books or other paper-based materials that are heavily soiled or damaged.
2. Machine washable cloth toys cannot be used at all.
3. Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions must be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an EPA-registered sanitizer, and air-dry or clean in a mechanical dishwasher.
4. For electronics, such as tablets, touch screens, keyboards, and remote controls, remove visible contamination if present. Consider putting a cover on electronics so that it can be wiped with a disinfectant cloth. Follow manufacturer's instruction for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Wait in accordance with the manufacturer's directions and then dry the surface

thoroughly or allow air to dry. Provide cleaning materials for older children to clean their own electronics.

**Cleaning, Sanitizing, and Disinfecting Outdoor Play Areas:** School Districts must follow these guidelines for cleaning, sanitizing, and disinfecting outdoor play areas.

1. Communal parks and playgrounds must not be utilized. This includes public offsite playgrounds as well as playgrounds shared by multiple programs. Playgrounds shared by multiple programs may be used provided there is a plan for proper cleaning and disinfection between each group's use.
2. High touch surfaces made of plastic or metal, including play structures, tables and benches, should be frequently cleaned and disinfected.
3. Cleaning and disinfection of wooden surfaces or groundcovers (mulch, sand) is not recommended.
4. Communal pools must not be utilized. Programs may use their own indoor and outdoor swimming pools in accordance with guidance. All pools must meet the regulatory requirements of 105 CMR 435.00: Minimum Standards for Swimming Pools, State Sanitary Code: (Chapter V). As well as any additional more restrictive MA state or local requirements or orders in response to COVID-19. Handrails and pool ladders must be disinfected frequently throughout the program day.

**Cleaning, Sanitizing, and Disinfecting After a Potential Exposure in Day Programs:** If a program suspects a potential exposure, they must conduct cleaning and disinfecting as follows.

1. Close off areas visited by the ill persons. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before beginning cleaning and disinfection. Programs must plan for availability of alternative space while areas are out of use.
2. Cleaning staff must clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (e.g., tablets, touch screens, keyboards) used by the ill persons, focusing especially on frequently touched surfaces.

### **Building Ventilation Management Procedures**

1. Air Filters are changed three times a year, August, December and April. Univents and Air Handlers are vacuumed, oiled and greased.

2. If there is a problem with an uninvent or air handler, the custodial department will immediately submit a work order to the Public Building Department for repair.

## DAY JUNIOR CUSTODIAN # 1

**DRAFT**

**11:00 A.M. - 7:00 P.M.**

**Junior custodians are supervised directly by their senior custodians regarding all cleaning schedules!**

### DAILY SCHEDULE

11:00 a.m.

- Cleaning of School Building, and other miscellaneous tasks as needed as designated by the senior custodian.
- Outside grounds: (See Schedule)
- Wash drinking fountains. Clean all glass. Replace burnt fluorescent tubes and damage ceiling tiles.
- Deliveries, Furniture moving, Emergency calls and clean ups.
- Lunch break ~ take a twenty-minute lunch, when time allows.
- Cleaning of bathrooms (See Procedure) boys and girl's restrooms, teacher's room and 303 toilet on 3<sup>rd</sup> floor.
- Frequently, spray disinfectant (E23) in common areas during your shift ~ including door knobs, railings, lockers, coat racks and areas of need.
- Dry mop/spot mop 3<sup>rd</sup> floor corridor, remove gum, graffiti and all black marks.
- Empty all trash on the 3<sup>rd</sup> floor; remove liner on Friday or when needed.
- Sweep/vacuum/dust stairway # 1, damp mop when necessary, remove gum and graffiti.
- Secure building.

### **Mondays and Tuesday**

- Mondays ~ Dry mop/Spot mop classrooms 301,302,303,304,305,306,307,315,316,317,318,319,and 321, remove gum and graffiti from floors, walls, doors and furniture. Dust/vacuum chalks trays, windowsills and vents in classrooms.
- Tuesdays ~ Wash/buff 3<sup>rd</sup> floor corridors.  
Tuesdays ~ Vacuum rugs in teachers break and quiet rooms.
- Spray disinfectant (E23) on all hard surfaces ~ including door knobs, chairs, desks, tables, electronics etc...

### **Wednesday (Deep Cleaning)**

- Spray disinfectant (E23) on all hard surfaces, wipe with white rags and spray disinfectant (E23) and let air dry, all classrooms, offices, restrooms and stairwells, including door knobs, chairs, desks, tables, electronics etc...
- Wednesdays ~ Dry mop/Spot mop classrooms 301,302,303,304,305,306,307,315,316,317,318,319,and 321, remove gum and graffiti from floors, walls, doors and furniture. Dust/vacuum chalks trays, windowsills and vents in classrooms.

### **Thursdays and Friday**

- Thursdays ~ Vacuum rugs in teachers break and quiet room.
- Fridays ~ Dry mop/Spot mop classrooms 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 318, 319 and 321. Remove gum and graffiti from floors, walls, doors and furniture. Dust/vacuum chalks trays, windowsills and vents in classrooms.
- Dust/wash lockers and woodwork remove gum and graffiti.
- Spray disinfectant (E23) on all hard surfaces ~ including door knobs, chairs, desks, tables and electronics.
- \* Please note: Subject to change to suit existing conditions

**These schedules are very important to maintain a clean, safe and healthy environment for our students and staff. Thank you for your supervision and leadership!**

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**Superintendent**

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**Principal**

## School Restroom Cleaning Procedure

*The following procedure is for all restrooms. Special cases will be treated on an individual basis. All restroom facilities are to be cleaned on a daily basis during normal building use and continued as needed throughout the school day. Check to ensure that there is no one in the restroom prior to entry. Prop open the door. Lock the door or post a sign to indicate that the area is being cleaned.*

### SUPPLIES AND EQUIPMENT

- Rubber gloves
- Broom & Dustpan
- Spray bottle
- Bucket & wringer
- Liquid hand soap
- Toilet paper
- Glass cleaner
- Rags
- Wet floor sign
- Bowl swap
- Paper Towels
- Buckeye ~ (E23 Disinfectant)
- Cotton mop head & handle

### CLEANING PROCEDURE

#### ***Prepare the area:***

- a. Place "Floor Hazard Sign"
- b. Sweep up litter
- c. Empty trash receptacles and replace liners. To clean and deodorize the inside of receptacles, spray with disinfectant.
- d. Fill all soap dispensers with liquid hand soap.
- e. Restock paper goods, as needed to make sure sufficient quantities are issued.

#### ***Toilets***

- a. Flush toilets.
- b. Spray the top of the seat with disinfectant cleaner (E23), "allow to air dry", lift the seat, repeat for the underside, and do the same for the entire fixture.
- c. Spray a liberal amount of disinfectant (E23) into the bowl and thoroughly swab the bowl including the underside of the flush ring. Flush the toilet and continue to scrub the bowl as the water recedes. Use a heavier cleaner if there is evidence of stains or rust.

- d. Spray disinfectant (E23) on all piping and flush valves.
- e. Spray disinfectant (E23) on all partitions and the tops.
- f. Remove all graffiti as required.

### **Urinals**

- a. Flush the fixture; remove any material that does not flush.
- b. Spray disinfectant (E23) on the wall area above and on the sides of the urinal and wipe down with a damp cloth.
- c. Spray disinfectant (E23) on the exterior of the urinal including the area under the urinal.
- d. Spray the interior of the urinal with a liberal amount of disinfectant (E23). Beginning at the top of the urinal scrub down, thoroughly cleaning the bowl and the underside of the flush ring. Flush the fixture; treat stubborn stains in the same manner as a toilet.
- e. Damp wipe the flush valve and piping. Then wipe with a clean dry towel to prevent spotting.
- f. Treat urinal partitions the same as the toilet partitions.

### **Sinks & Dispensers**

- a. Clean the mirrors, towel holders, soap dispensers and other items in the area of the sink first.
- b. Rinse the sink, close the drain, spray the interior of the sink with disinfectant (E23), and wipe with a damp cloth, including the faucet.
- c. Wipe the faucet with a clean towel to prevent spotting.
- d. Wipe the sides of the sink with a damp cloth and wipe the bottoms of the sink and the piping underneath.

### **Floors**

- a. Wash floor with disinfectant (E23) daily; scrub corner to get dirt built up.
- b. Once a week wet seal the floor drain by pouring some water into the drain.

### **Additional**

- a. Walls, ceiling, windows and doors: dust, wash, wipe and remove graffiti as required.
- b. Wipe down radiators, univents or baseboard with damp cloth to remove dust and stains.



## Quincy Public Schools Disinfectant Application



Clorox Total 360 Sprayer



Victory Electrostatic Sprayer





Product Reorder Number



Buckeye Eco Neutral Disinfectant is a multi-purpose, neutral pH, broad-spectrum germicidal detergent designed for use in hospital, healthcare and industrial settings at ½ oz. and 2 oz. per gallon of water. Buckeye Eco Neutral Disinfectant is ideal for routine germicidal cleaning and floor care maintenance. With a use-dilution pH of 7.0 ± 0.2, Buckeye Eco Neutral Disinfectant will not attack floor finish.

Special detergents effectively remove dirt and soil without harming the finish. Buckeye Eco Neutral Disinfectant requires no rinsing. This means more time may pass between labor intensive stripping and recoating procedures.

Use Buckeye Eco Neutral Disinfectant on most hard, nonporous surfaces in:  
 Nursing Homes  
 Hospitals  
 Healthcare Facilities  
 Schools and Colleges  
 Office Buildings  
 Public Facilities  
 Hotels  
 Exercise Facilities



### FEATURES

- 1 minute contact time for Human Coronavirus
- 2 minute contact time for Influenza Virus Type A
- 4 minute contact time for HIV-1 (AIDS virus)
- Disinfectant
- Bactericidal
- Virucidal\*
- Fungicidal
- Mildewstatic
- EPA registered
- Disinfects, cleans, and deodorizes in one labor-saving step
- pH neutral
- Effective in hard water up to 200 ppm [calculated as CaCO<sub>3</sub>] in the presence of a moderate amount of soil [5% organic serum] according to the AOAC Use-Dilution Test
- Use on hard, nonporous surfaces

Effectively kills: \*HIV-1 (AIDS Virus) • \*Hepatitis B Virus (HBV) • \*Hepatitis C Virus (HCV) • \*Herpes Simplex Virus Type 1 & 2 • \*Rubella Virus • \*Influenza A Virus/ Hong Kong • \*Vaccinia • \*Adenovirus • Vancomycin resistant *Enterococcus faecalis* (VRE) • Methicillin resistant *Staphylococcus aureus* (MRSA) • Community Associated Methicillin-Resistant *Staphylococcus aureus* (CA-MRSA) • Gram-negative & Gram-positive pathogens • *Trichophyton Mentagrophytes* (Athlete's Foot Fungus)

EPA REG. NO. 47371-129-559  
 EPA EST. NO. 559-MO-1

### 1.25 L Bag Yield Rate

½ oz./gal. (1:256) makes 84 end-use gallons, which is equivalent to:



Each 4x1 case makes 339 end-use gallons

2 oz./gal. (1:64) makes 21.5 end-use gallons, which is equivalent to:



Each 4x1 case makes 343 end-use quarts

### 0.95 L Squeeze & Pour Yield Rate

½ oz./gal. (1:256) makes 64 end-use gallons, which is equivalent to:



Each 6x1 case makes 386 end-use gallons

2 oz./gal. (1:64) makes 16.3 end-use gallons, which is equivalent to:



Each 6x1 case makes 390 end-use quarts

# Technology

## Assessing Students' Technology Needs

This summer, Quincy Public Schools offered thirteen remote instructional programs for students entering grades 1-12. The programs offered a variety of remote student learning experiences from academic support, credit recovery, career building, and SAT prep. We also offered programs for English learners, advanced coursework in math and science and remote “bridge” courses for incoming freshmen students. Each remote summer registration form included a request to borrow a Chromebook. Our summer lending program provided chromebooks to 625 families. We added a link to our district's website so students and parents could request assistance with setting up the chromebook and accessing a student's Google Classroom Account. The remote summer programs gave us valuable insight into the technology needs of our students and families.

## Deployment of Chromebooks

Quincy Public Schools is pleased to announce that Mayor Koch via the CARES Act has generously purchased 7,000 chromebooks for QPS students grades 5-12.

Chromebooks will enhance the integration of remote learning and transform the way students learn, inside and outside the classroom, including bridging the gap between economically disadvantaged families, student collaboration, easy for students and teachers to use, and boost technology skills of students.

Chromebooks work in sync with the Google Classroom platform, and since many students are already using technology and apps in everyday life, most are comfortable with the transition to a digital-based, rather than a paper-based classroom. During school closures in the spring, the district deployed 1500 Chromebooks for student use during the period of remote learning.

In addition, Quincy Public Schools has recently appointed an IT Support and Implementation Specialist (CARES Act) to inventory and configure student and staff devices (chromebooks and laptops), collaborate with schools on the distribution of and collection of devices, provide technical support to students and staff, develop instructional materials (i.e. user guides, troubleshooting technical manuals, and web-based materials), and provides Google G-Suite training to staff.

Although the procurement process for devices was completed in April 2020, DELL (vendor) indicated the overwhelming demand across the country for devices and that

chromebook delivery may be delayed. City of Quincy and Quincy Public Schools administrators continue to research and seek alternative solutions to secure and obtain such devices.

### **Deployment of Educator Laptops**

In addition to purchasing Chromebooks for students, Mayor Koch has generously purchased 1,000 laptops for professional staff, including academic classroom teachers, academic program teachers, and student support personnel. Laptops will enhance the integration of online teaching, learning, and the social emotional support of our students. In addition, laptops will assist in any future remote learning initiatives. To support Quincy Public Schools professionals in advance of reopening, during the weeks of July 20 - August 7, Quincy Public Schools Technology Planning and Training Team deployed the Educator Laptops within the safety guidelines for social distancing and mask wearing.

### **Remote Learning Training for Parents/Guardians**

Through the Technology Planning and Training Team, the district will offer various technology training opportunities (in-person or self-paced tutorials) for Quincy Public Schools parents. Small group, in person technology training sessions will be offered in the evenings during the week of September 7-11, 2020.

Self-paced training tutorials will be advertised and posted on the district and school websites and remote synchronous training sessions will also be offered for parents/guardians through Google Meet or Zoom at various grade-levels.

See the schedule below.

## TECHNOLOGY TRAINING OPPORTUNITIES ~ PARENT/GUARDIAN

Quincy Public Schools Technology Planning and Training Team in collaboration with the QPS Digital Learning Team is pleased to offer various technology training opportunities (in-person or self-paced tutorials) for Quincy Public Schools parents. Technology training sessions will take place in person September 7 - 11. A maximum of 8 participants per computer lab.

To register, please email [qpsdigitallearning@quincypublicschools.com](mailto:qpsdigitallearning@quincypublicschools.com) and indicate your session choice(s). We will accept registrations on a first come, first served basis. If you should have any questions or need additional information, please do not hesitate to contact Keith Segalla at (617) 984-8731 or email [keithsegalla@quincypublicschools.com](mailto:keithsegalla@quincypublicschools.com).

In addition, self-paced remote learning Google Classroom tutorials are also available.

TRAINING SESSION A	TRAINING DESCRIPTION	TRAINING DATES	TRAINING TIMES	TRAINING LOCATION
<b>Google Classroom 101</b>  Parents of PreK-Grades 2	Google Classroom is a powerful tool that offers students a blended learning environment. Parents will learn student Google login procedures; Google Suite and Icons to recognize; Navigating Classroom (i.e. class view, page tools, and assignment details) access anywhere, and Google Apps.	<b>Monday September 7</b>  Remote Zoom Session also Available	6:00 p.m. – 7:30 p.m.	Central MS Computer Labs

TRAINING SESSION B	TRAINING DESCRIPTION	TRAINING DATES	TRAINING TIMES	TRAINING LOCATION
<b>Google Classroom 101</b>  Parents of Grades 2-5	Google Classroom is a powerful tool that offers students a blended learning environment. Parents will learn student Google login procedures; Google Suite and Icons to recognize; Navigating Classroom (i.e. class view, page tools, and assignment details) access anywhere, and Google Apps.	<b>Monday September 8</b>  Remote Zoom Session also Available	6:00 p.m. – 7:30 p.m.	Central MS Computer Labs

TRAINING SESSION C	TRAINING DESCRIPTION	TRAINING DATES	TRAINING TIMES	TRAINING LOCATION
<b>Google Classroom 101</b>  Parents of Grades 6 - 8	Google Classroom is a powerful tool that offers students a blended learning environment. Parents will learn student Google login procedures; Google Suite and Icons to recognize; Navigating Classroom (i.e. class view, page tools, and assignment details) access anywhere, and Google Apps.	<b>Wednesday September 9</b>  Remote Zoom Session also Available	6:00 p.m. – 7:30 p.m.	Central MS Computer Labs

<b>SELF-PACED REMOTE LEARNING TUTORIALS</b>	
<b>Google Classroom 101</b>	
<b>Joining a Google Meet</b>	<b>Learning How to Zoom</b>

# Certification of Health and Safety Requirements

The Quincy Public Schools hereby certifies that it meets all of the final health and safety requirements issued by the Department of Education (DESE).

## Transportation Plan

Quincy Public Schools have developed transportation procedures in accordance with DESE [Guidance for School Transportation](#). The district will implement the following core health and safety practices on all school buses:

- All students, regardless of age, are required to wear masks at all times.
- Students who are not able to wear a mask while riding the bus should maintain 6 feet of distance between themselves and other students.
- No more than one student per bench on alternating sides per row (siblings may sit together on the same bench).
- Windows must be kept open at all times, unless not possible due to extreme weather.
- Every student will have an assigned seat on their bus; students must remain in their assigned seats at all times facing forward.
- Quincy Public Schools will make every reasonable effort to provide bus monitors to ensure strict adherence to health and safety guidelines.
- Hand sanitizer will be available on all buses.

Bus drivers and monitors will receive training from the Coordinator of Nursing Services in collaboration with the City of Quincy Health Commissioner on screening for COVID-19 symptoms. It is recommended that a parent or guardian is present when a child boards the bus in the morning. If a child presents with symptoms, the child will not be permitted to board the bus. If a student becomes ill with COVID-19 during the school day, a parent or guardian is required to dismiss the student from school. The student will not be permitted to ride the school bus home.

As students board the bus, students will be assigned seats starting from the rear of the bus and filling sequentially to the front. In accordance with current boarding protocols, parents will not be permitted on the bus with the exception of pre-kindergarten parents. Upon arrival at the school, one bus will be emptied at a time and students will be brought immediately into the school or assigned an area to wait with appropriate staff supervision and physical distancing.

Students with disabilities for whom transportation is provided for in their IEPs and who transport their student will be eligible for reimbursement. In cases where special transportation is provided for in the student's IEP and the family is unable to transport their student, school districts must coordinate and provide transportation for those students, including in out-of-district placements.

All school buses will be cleaned and disinfected between runs and at the end of each day using EPA registered disinfectants. The cleaning will include the disinfecting of high touch areas (buttons, handholds, rails, steering wheels, door handles, dashboard controls, front and back of seats, etc.).

Due to the occupancy restrictions on buses, we are requiring students to register for transportation. In an effort to adhere to these anticipated restrictions, we are asking families to provide transportation to and from school on a daily basis, when feasible. As a result of limited capacity on our buses, the district's goal is to provide transportation to those students that absolutely need it on a daily basis.

Additional information regarding transportation will be forthcoming once we have definitive numbers on those students requiring transportation for fall 2020.

# **APPENDIX**

**QPS HVAC Report**

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**Pandemic Supply Planning**

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**Health & Wellness Protocols**

**pp. 90-99**





## City of Quincy Public Buildings Department

Thomas P Koch  
Mayor

Paul J Hines  
Commissioner

### HVAC Report – Quincy Public School Buildings

August 12, 2020

David Scott

#### Design Overview of Building HVAC Systems

The HVAC designs utilized in our school buildings are diverse and span decades (Table 1). Older buildings utilize steam heating systems, low speed exhaust fans along with induced draft ventilation, and lack mechanical cooling. Our newer buildings utilize high efficiency hot water heating systems, energy recovery ventilators in conjunction with exhaust fans, and mechanical cooling/dehumidification. As a result of this diversity, each building system type requires a different approach to maintain systems and to adjust these systems for extraordinary situations such as COVID19. Regardless of building age or design, all school buildings are ventilated.

Our oldest of buildings were originally designed with heating and ventilation systems only. These buildings are equipped with simple or legacy control systems with little capability for adjustment. These buildings provided heat by burning coal to generate steam. The steam was directed throughout the buildings via a network of pipes feeding cast iron radiators to heat spaces throughout. Over the years these heating plants have been retrofitted to burn #4 heating oil, then #2 heating oil, and finally natural gas. Many of the cast iron radiators have been replaced with unit ventilators; in some cases the cast iron radiators were retained to function as back-up heating units. The unit ventilators provide heat, air circulation, outdoor air, and filtration. The ventilation in these buildings was originally accomplished using 1 or more large, low speed, built-in-place, exhaust fan(s). Rooms throughout the building are ducted to the fan plenum room where the fan draws from and expels the exhaust air through a shaft to the roof. Additionally, there were radiators located within shafts that connected occupied spaces to the roof. In the winter, the hot radiators would induce a draft, drawing outside air into the building and expelling exhaust air to the roof. Manually operated dampers would be adjusted to increase or decrease the air flow rate as desired. This was similar to turning up your heat and then opening the windows to regulate the amount of air you let in/out. The unit ventilators and newer roof-mounted exhaust fans take the place of the draft induction system to deliver the fresh air and exhaust the stale air.

Our newest buildings were designed with heating, energy recovery ventilation, and cooling/dehumidification systems. These buildings are equipped with modern control systems which are required to control the multiple and complex building HVAC systems. Buildings in this category were constructed after the mid-2000s. These buildings utilize high efficiency, natural gas fired, hot water boilers to generate heat. The hot water is circulated through a network of pipes to supply radiant heat panels, VAV re-heat coils, fan coil units, air-handling units, roof top units, and energy recovery ventilators to heat the building. The ventilation in these buildings is accomplished with a combination of roof-mounted exhaust fans and roof-mounted energy recovery ventilators (ERV). The exhaust fans generally service restrooms, custodial closets, and mechanical/electrical rooms. These fans remove air from these spaces by drawing air from elsewhere in the building. The ERVs serve occupied spaces such as classrooms, cafeteria, and locker rooms. These units exhaust stale air and replenish the spaces with fresh air. In this process, the energy level in the exhausted air is recovered, reducing the required new energy to condition the fresh air. After the recovery, the air is heated or cooled/dehumidified to the appropriate conditions to introduce to the space. This heating or cooling/dehumidifying process in the ERVs is referred to as tempering. Some spaces in these buildings are fully conditioned without the use of energy recovery. These spaces are typically computer labs, staff rooms, and other non-instructional spaces. In general, this is accomplished using fan coil units or packed roof top units.

Several of our school buildings are designed with elements of the old and new designs along with several features unique to the era. These buildings are equipped with legacy control systems or have been retrofitted with more modern control systems as part of a retro-commissioning process. Buildings in this grouping were constructed or renovated in the 1990s or 2000s. These buildings utilize standard efficiency, natural gas fired, hot water boilers to generate heat. The hot water is circulated through a network of pipes to supply unit ventilators, fin tube radiation, fan coil units, air handling units, roof top units, and make-up air units to heat the building. The unit ventilators, air handling units, roof top units, and make-up air units are equipped with outdoor air connections and deliver the fresh air that is circulated throughout the building and ultimately removed by the exhaust system. The ventilation in these buildings is accomplished using roof-mounted exhaust fans. These fans remove air from these spaces by drawing air from elsewhere in the building, all of which originates from outdoors. Cooling these buildings is accomplished using chiller units to generate chilled water or by self-contained unit ventilators which have built in mechanical cooling. The chilled water buildings circulate chilled water in the summer though the same pipes that circulate hot water in the winter. Using the same piping network reduces construction costs but requires a manual change-over twice annually. The cooling/dehumidification process is delivered to the spaces using the same units that provide heat in the winter.

### **Demand Control Ventilation (DCV)**

Demand control ventilation is a method of controlling ventilation rates to reduce energy. This control method is relatively new and has now been a standard in ventilation control for 10 or

20 years. Prior to DCV, a building was designed to have a minimum volume of outdoor air delivered regardless of occupancy levels or building use. This would result in appropriate levels of ventilation during full occupancy and far more ventilation than would be required during times of low or no occupancy. Conditioning ventilation air from outdoor air conditions to normal building temperatures during hot or cold weather accounts for a large portion of energy associated with the HVAC systems. In a DCV design, the minimum outdoor air levels are very low and in some cases 0%. Integral to this design is the monitoring of Carbon dioxide (CO<sub>2</sub>) levels in the building (measured in parts per million (ppm)). CO<sub>2</sub> is a universally accepted method of measuring indoor air quality (IAQ). Indoor CO<sub>2</sub> levels increase as people in a building exhale. When a building is unoccupied or the occupancy is low, the CO<sub>2</sub> level remains low. When the building occupancy increases the level of CO<sub>2</sub> rises. In a DCV design, the minimum volume of outdoor air is increased proportionally with the CO<sub>2</sub> level up to the maximum volume of outdoor air. As the ventilation rate increases in response to the CO<sub>2</sub> level, the CO<sub>2</sub> level begins to decrease. Once the CO<sub>2</sub> level has returned to an acceptable level, the outdoor air volume returns to the minimum level to conserve energy.

### **Air Filtration**

All heating/cooling/dehumidifying units are equipped with air filtration. The filtration process is designed to increase indoor air quality by reducing particulate in the air and to protect the components of the unit from becoming fouled over time. Most of the filters used are disposable and are replaced 3 times per year or more often if they become fouled more quickly. Some smaller units are equipped with washable filters. These filters are removed and washed at the same frequency.

Air filters are manufactured with different media to achieve a specific MERV (Minimum Efficiency Rating Value) rating. Developed from ASHRAE's (American Society of Heating, Refrigeration, and Air Conditioning Engineers) Standard 52.2 (Note 1), the MERV rating system assigns a number based on the filter's ability to catch particulate of a certain size range (Table 2). The higher the MERV rating the smaller particulate the filter will catch and vs. The selection of a MERV rating for a filter system within an HVAC unit is completed during the HVAC system design process. During this process there are factors that drive the selection such as: building/space use, equipment type, fan energy, pressure drop across the filter, space constraints, particulate exposure/environment, outdoor/indoor air volumes etc. For a typical commercial building such as an office or school or library, the standard level of filtration is MERV 8. Residential filtration is also commonly MERV 8 when houses have air conditioning (AC) and less than MERV 8 in the case of a forced hot air furnace without AC. Our school buildings are designed to utilize MERV 8 filters.

Utilizing filters corresponding to the filter rating selected during the HVAC system design is always recommended, however; using a higher rated filter is possible. A higher MERV rated filter will filter out smaller particulate but it will have a higher pressure drop across the filter which will reduce the overall air flow rate unless the unit can compensate by increasing the fan

speed. A decrease in air flow could result in a decrease in the ability to properly heat, cool, and ventilate a space. A higher rated filter will catch more particles and therefore foul more quickly, requiring an increase in filter changing frequency. It is worth noting that the particle size of aerosol COVID19 is not widely accepted and some reports indicate it can be as small as 0.1 microns (Note 2). This means that even the highest rated filter (E1 or MERV 16) would not necessarily stop all virus aerosol molecules.

### **Ultra Violet (UV) Light and Needlepoint Bipolar Ionization (NPBI)**

UV light has long been the standard in a medical environment to eliminate viruses, bacteria, and fungal organisms. Implementing a UV strategy would be difficult in our buildings. UV could be installed in every air handling unit, unit ventilator, fan coil unit, roof top unit, etc. to treat the passing air. UV could also be used in the space to treat the surfaces similar to the process used in hospital operating rooms. Robots are now being built to allow automated room exposure during unoccupied periods. It is important to understand for a UV light strategy to be effective, surface disinfection requires every surface in a space to be exposed to the light for a prescribed period of time. This may result in slow-paced disinfection of large buildings with numerous obstacles/critical surfaces, like a school. Effective air stream disinfection using UV requires the room air to pass through the UV-equipped air handling equipment slowly enough to allow for the UV to be effective. This may prove difficult to accomplish in air handling equipment such as unit ventilators and fan coil units which are compact by design. Other factors to consider include: the expense of UV systems, the significant maintenance required, the significant power required, and PPE (personal protective equipment) required for anyone planning to be exposed to the UV light.

Bipolar ionization is an emerging method of disinfecting. The ionization process has improved and is now accomplished without the undesirable generation of ozone which occurred in order technologies. This technology uses electrodes in the air handling equipment to generate positively and negatively charged ions that travel into the air stream. These ions attach to particles, pathogens, and gas molecules. By attaching to submicron particles the bond creates larger molecules that either fall out of the air stream or are caught in air filters. The ions kill pathogens by robbing them of hydrogen to render them harmless. This technology is emerging and therefore does not have numerous studies backing the technological claims. Similar to UV systems, these systems can be expensive and would be retrofitted in all air handling equipment. Notable differences between the systems are: the electrical requirements and maintenance requirements are far less than that of UV and the NPBI system provides surface disinfecting in the space without the need for separate system.

## Efforts Underway

**Exhaust Fans and ERVs** – The process of surveying, documenting, and making necessary repairs to the exhaust and ERV systems in each of the school buildings is underway. Ensuring these systems are operating properly is the most important step in ventilating buildings. For every unit volume of air removed from a building, an equal volume of fresh air is drawn into the building from outdoors. Normally these systems are repaired as problems are identified and reported through the work order system. Last summer we began a proactive approach to exhaust system maintenance at Beechwood Knoll Elementary where we serviced, repaired, adjusted, and documented all roof-top exhaust fans. Since this pilot and prior to local COVID19 concerns, we had rolled out similar efforts in 5 additional schools. This process will be applied to all schools including returning to the first 6 schools to ensure repairs are current. For all buildings with adjustable control systems, the hours of operation of exhaust fans and ERVs will be increased. This will “pre-purge” the building prior to occupancy and “post-purge” the building following occupancy. For buildings without adjustable control systems and without local timing devices, these systems will be modified to operate 24 hours per day. These changes will result in an energy penalty but will ensure the building spaces are ventilated beyond the design levels.

**Demand Control Ventilation (DCV)** – Buildings with DCV will be adjusted to reduce the levels of CO2 required for the associated increase in outdoor air volume. The EPA (Environmental Protection Agency) and ASHRAE are recommending operating DCV systems to maintain 800-1000ppm of CO2. Currently, our buildings are programmed to maintain 800ppm. We plan to reprogram the systems to maintain even lower rates than 800ppm. This change will result in an energy penalty but will ensure the building spaces are ventilated beyond the design levels.

**Filtration Changes** – Our current filter changing process ensures that all filters are changed just prior to the September start of school. We are in the process of evaluating which pieces of equipment in each school will accept a higher MERV rating filter. Based on the ASHRAE recommendations, we are evaluating for MERV 13 filters. These filters are reported to be approximately 50% efficient at capturing aerosols consistent with COVID19 and 95% efficient after 3 air turn overs in the space (Note 3). Our filter supplier has indicated there is a national shortage of filter media causing lead times to be longer than normal. We are actively discussing alternatives with our filter supplier.

**Equipment Scheduling** – In addition to increasing the operating schedules of exhaust fans and ERVs, other mechanical equipment responsible for introducing outdoor air into the building will be programmed for extended hours.

**Ionization** – We are in the process of evaluating the application of this technology to school buildings. This includes how to retrofit our equipment, which equipment would be outfitted, electrical impacts, costs, lead times, project management, and operation.

**Window Installations** – New operable windows have been ordered for several spaces in ground or basement levels of Montclair and Atherton Hough Elementary School. Aside from providing

daylight where there was none, the occupants of these spaces will have the option to open the windows as desired to increase ventilation.

**ERV Installations** – Last year we installed ventilation units in the ground floor of Wollaston School. These units now provide ventilation to spaces that were not designed originally to house instructional space. This summer, as part of the renovation efforts, we are adding an additional unit at Wollaston and installing 2 new ERVs in the ground level of Montclair School to serve the new or updated instructional spaces.

**Window Opening** – In addition to the efforts previously listed to increase building ventilation, opening windows is available to building occupants. This may result in conditioning challenges in some spaces particularly when outdoor conditions are extreme however it will increase ventilation rates.

**Notes:**

1. ASHRAE standard 52.2 establishes 3 particle size ranges: E1 = (0.3-1.0 micron), E2 = (1.0 – 3.0 micron), and E3 = (3.0-10.0 microns)
2. US National Library of Medicine, National Institute of Health
3. AAF (American Air Filter Company) Flanders

## Definitions

**Ventilation** - Ventilation is defined as the circulation of air or means of providing fresh air. For the purposes of this report, ventilation will refer to the means of providing fresh air.

**Exhaust Fan (EF)** – An exhaust fan is a motor-powered fan unit that takes air from a space and exhausts it outdoors.

**Energy Recovery Ventilator (ERV)** – An ERV is a unit that removes air from a space and replaces it with relative equal amounts of outdoor air. In the air exchange process, a means of energy recovery is utilized to transfer the energy from the exhausted air stream to fresh air stream. In the winter the energy flows from exhaust to fresh air. In the summer the energy flows from the fresh air to the exhausted air.

**Air Handling Unit (AHU)** – An AHU is any HVAC unit that contains a fan used to move air. For the purposes of this report, an AHU will be defined as an indoor unit with a fan, heating coil, sometimes a cooling coil, and a filter system.

**Unit Ventilator (UV)** – A UV is a small AHU similar to an FCU except the UV is capable of delivering and regulating an outdoor air component to the space.

**Fan Coil Unit (FCU)** – An FCU is essentially a smaller AHU and contains many of the same components.

**Roof Top Unit (RTU)** – An RTU is an HVAC unit that mounts outdoors on the roof and is ducted into the building to condition the space. RTUs can be packaged, off-the-shelf units or custom or semi-custom built for the application. Some typical features of an RTU are: fan or fans, heating, cooling, filtration, energy recovery, control dampers.

**Variable Air Volume (VAV)** – Variable Air Volume describes an HVAC system which varies the volume flow rate of air delivered to a space based on the needs of that space.

**Reheat Coil (RH)** – A hot water coil placed in a ducted air stream after a piece of air handling equipment to raise the temperature of the air delivered to a space.

**Radiant Heat Panel (RHP)** – A flat plate-type panel typically placed in a ceiling or a wall equipped with a conductive heat source on the back side of the panel. For this report, the heat source is forced hot water.

**Chiller** – A unit that cools water, typically using the refrigeration cycle, which is circulated throughout a building to be used to by HVAC equipment to provide cooling and dehumidification to a space.

Table 1 – Heating, Ventilation, and Cooling Systems by School Building

Quincy Public School Buildings					
Location	Heating Plants	Terminal Heating Units	Ventilation Systems	Cooling Systems	Note
Della Chiesa, ECC	2, N.G.- fired, cast iron, HW boilers	Unit Ventilators	Exhaust Fans	Unit Ventilators, FCUs	
Atherton Hough	2, N.G.- fired, cast iron, steam boilers	Unit Ventilators, Radiators, AHU	Exhaust Fans	None	
Beechwood Knoll	3, N.G.-fired, HE, HW boilers	Unit Ventilators, AHU	Exhaust Fans	Unit Ventilators, PTACs	
Bernazzani	3, N.G.-fired, HE, HW boilers	Unit Ventilators, AHUs	Exhaust Fans	None	
Lincoln-Hancock	Electric resistance, N.G.-fired furnaces	Unit Ventilators, AHUs	Exhaust Fans	None	
Clifford Marshall	2, N.G.-fired, cast iron, HW boilers	Unit Ventilators, RTUs	Exhaust Fans	Unit Ventilators, RTUs	
Merrymount	2, N.G.- fired, cast iron, steam boilers w/HW HX	Unit Ventilators, AHUs, RTU	Exhaust Fans	None	
Montclair	2, N.G.- fired, cast iron, steam boilers	Unit Ventilators, Radiators	Exhaust Fans	None	
Parker	2, N.G.- fired, cast iron, steam boilers w/HW HX	Unit Ventilators, Radiators, AHUs	Exhaust Fans	4 Basement Rooms	
Snug Harbor	2, N.G.- fired, cast iron, steam boilers w/HW HX	Unit Ventilators, Radiators, FCUs, AHUs	Exhaust Fans	None	
Squantum	2, N.G.- fired, cast iron, steam boilers w/HW HX	Unit Ventilators, Radiators, AHUs	Exhaust Fans	None	
Wollaston	2, N.G.- fired, cast iron, steam boilers	Unit Ventilators, Radiators, AHU	Exhaust Fans	None	
Atlantic	2, N.G.- fired, cast iron, steam boilers	Unit Ventilators, Radiators, AHUs	Exhaust Fans	None	
Broad Meadows	3, N.G.-fired, HE, HW boilers	Unit Ventilators, FCUs, AHUs	Exhaust Fans, ERVs	None(Existing), ERVs(New)	1
Central	3, N.G.-fired, HE, HW boilers	VAV w/RH, RHP, FCUs, AHUs	Exhaust Fans, ERVs	ERVs, RTUs, FCUs	
Point-Webster	2, N.G.-fired, cast iron, HW boilers	Unit Ventilators, FCUs, AHUs		Unit Ventilators, AHUs	
SouthWest	3, N.G.-fired, HE, HW boilers	VAV w/RH, RHP, FCUs, AHUs	Exhaust Fans, ERVs	ERVs, RTUs, FCUs	
North Quincy High	5, N.G.-fired, HE, HW boilers 2, N.G.-fired, cast iron, HW boilers	Unit Ventilators, FCUs, AHUs w/RH	Exhaust Fans	Unit Ventilators, AHUs	
GOALS	Electric resistance, N.G.-fired furnaces	Electric baseboard, FHA	Exhaust Fans	RTUs	
Quincy High	5, N.G.-fired, HE, HW boilers	VAV w/RH, RHP, FCUs, AHUs	Exhaust Fans, ERVs	RTUs, FCUs	
<b>Legend</b>	<b>General Notes:</b>		<b>Notes:</b>		
N.G. = Natural Gas	Small hallway and storage area heating units are not included		1. Broad Meadows is mid-renovation		
HE = High Efficiency	Small, single room cooling systems are not included				
HW = Hot Water					
HX = Heat Exchanger					
AHU = Air Handling Unit					
RTU = Roof Top Unit					
FHA = Forced Hot Air					
VAV = Variable Air Volume					
RH = Reheat Coil					
RHP = Radiant Heat					
ERV = Energy Recover Ventilator					
PTACS = Packaged Terminal Air Conditioner					



Table 2: MERV Ratings, Airex Filter Corporation, QPS Air Filter Supplier



MERV (Minimum Efficiency Reporting Value)	Composite Average Particle Size Efficiency, % in size, $\mu\text{m}$			Average Arrestance, %	Size of contaminant that can be captured
	0.3-1.0	1.0-3.0	3.0-10.0		
1	-	-	20% or Better	65% or Less	Lint Pollen Bugs Sanding Dust
2	-	-	20% or Better	65%-69%	
3	-	-	20% or Better	70%-74%	
4	-	-	20% or Better	75% or Greater	
5	-	-	20%-34%	-	Cement Dust
6	-	-	35%-49%	-	Mold Spores
7	-	-	50%-69%	-	Gelatin
8	-	20% or Better	70% or Better	-	Powder
9	-	35% or Better	75% or Better	-	Milled Flour Auto Emissions Fumes
10	-	50%-64%	80 or Better	-	
11	20% or Better	65%-79%	85% or Better	-	
12	35% or Better	80% or Better	90% or Better	-	
13	50% or Better	85% or Better	90% or Better	-	Bacteria
14	75%-84%	90% or Better	95% or Better	-	Tobacco
15	85%-94%	90% or Better	95% or Better	-	Smoke
16	95% or Better	95% or Better	95% or Better	-	Talcum Dust



# QUINCY PUBLIC SCHOOLS

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## **Pandemic Supply Planning**

The Coordinator of Custodial Services, the Coordinator of Health Services and the Director of Finance and Operations have developed a plan for acquiring the necessary supplies for the return to school. The following materials have been ordered:

- Nitrile and vinyl gloves
- N95 Masks
- Masks (adult and child-size)
- Face Shields
- Eye Goggles
- Scrub tops for designated personnel
- Infrared Thermometers
- Hand Sanitizer Dispensers (Classroom)
- Hand Sanitizer Dispensers (Standing)
- Hand Sanitizer Refills
- Sanitizer Wipes

The inventory is tracked on a spreadsheet reflecting the supplies bought, including the vendor, the amount, and the cost. They will monitor the supplies, and place subsequent supply orders in three-month increments. The supplies needed for August were ordered in the spring, anticipated supplies for November will be ordered in August.



# QUINCY PUBLIC SCHOOLS

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## STAFF AND FAMILY PROCEDURES PRIOR TO COMING TO SCHOOL

**School Personnel:** Every day prior to coming to work, staff will be asked to review an attestation of wellness.

- If a staff member has any symptoms, they should call their supervisor and report the symptoms and stay home from school.
- Staff should follow up with their physician for further evaluation. They will be allowed to return to school based on their symptoms, further evaluation, and clearance from the physician and/ or Quincy Health Dept.
- Staff who become ill while at school will be sent home immediately.

**Students:** Before coming to school or getting on the bus:

- Families should assess their child's state of wellness before leaving home for school.
- If the student has any symptoms of COVID-19, they should not attend school. The family should notify their school that the child will be absent and the reason for the absence. The school nurse will follow-up with the family regarding the child's symptoms, whether the child was seen by a medical professional and any testing that was done. The child can return to school once cleared by their physician and/or the Quincy Health Department.
- It is important to know that the symptoms of COVID-19 mimic the symptoms of many other illnesses. To protect all students and staff, any symptoms of COVID-19 will be treated as a suspected case until determined otherwise. These symptoms include:
  - ❖ Fever or chills
  - ❖ Cough (not due to other known cause, such as chronic cough)
  - ❖ Shortness of breath or difficulty breathing
  - ❖ Fatigue (when in combination of other symptoms)
  - ❖ Muscle or body aches
  - ❖ Headache when in combination with other symptoms
  - ❖ New loss of taste or smell
  - ❖ Sore throat
  - ❖ Congestion or runny nose
  - ❖ GI Symptoms: Nausea, vomiting, diarrhea and/or abdominal pain

❖ Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

If a child becomes ill at school, families will be notified and for everyone's safety, asked to pick up the child within 30 minutes.



# QUINCY PUBLIC SCHOOLS

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## Illness of Students/Staff During the School Day

Individual arrives in Health Office and is assessed for illness:

- If no ill symptoms, treat for presenting symptom visit and return to class.
- If an individual has illness symptoms:
  - ❖ Isolate them from well children/staff
  - ❖ Obtain history: onset of symptoms, type of symptoms, anyone sick at home, any recent exposure to anyone with COVID-19, any recent travel? If so, where and when?
  - ❖ Assessment: Temperature, RR, physical appearance, pulse oximeter reading, mental status
  - ❖ If temperature above 100 degrees or pulse ox below 98%, dismiss immediately and refer to PCP.
  - ❖ If it is a student, the child will be provided a mask, if they are not already wearing one. If it is a staff member, they should notify their supervisor immediately and the nurse should collaborate with the Quincy Health Department and school administration to evaluate the disposition of the students in the staff member's classroom.
  - ❖ Assess if the individual needs further medical evaluation and guide the staff member or family on how to proceed. If the person is having difficulty breathing, has any chest discomfort, mental status changes, lethargy/unable to stay awake, and/or cyanotic - call 911. Inform dispatcher the person has symptoms consistent with COVID-19 and will need further evaluation.

Follow up with family/staff members to see how they are feeling and if they were tested for COVID-19.

If the individual is tested and is COVID positive, the nurse will notify the Coordinator of Health Services. The Coordinator of Health Service will immediately inform the Superintendent of a positive case/suspected case, as well as the Quincy Health Department. Families and employees will need to be informed of exposure while confidentiality of the individual is maintained. The school nurse will collaborate with the Quincy Health Department for contact tracing and guidance for when the individual can return to school.



# QUINCY PUBLIC SCHOOLS

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## Risk Assessment

The Coordinator of Health Services in collaboration with the QPS Nursing Staff will monitor the attendance rates and clinic visits as part of the illness surveillance rates. The QPS Nurses, Coordinator of Health Services, and the Superintendent will continue to work closely with the Quincy Health Department to mitigate the risk of coronavirus spread. To maintain the safety of all students and staff, it is very important that families and staff follow this guidance:

- Stay home if you are ill. It is very important to keep everyone healthy/ Anyone who doesn't feel well needs to stay home.
- Families need to be specific on the absence of a call-in line with the reason their child is out of school, it is important in identifying illness trends.
- If your child becomes sick during the school day, you will be called and asked to come pick up your child within 30 minutes. Your child will need to be isolated until you are able to come to the school and pick up your child.
- We ask that you provide 4 contacts that the school nurse can call if you are unavailable and your child is ill.
- Please keep your contact information current in ASPEN, so the nurse can reach you.

The dismissal rates, including the time the student came into the clinic until the time of dismissal will be monitored. Any student/staff member that requires transport via the Emergency Medical System (911 call) will be monitored. Communication will be shared with the school community via the Superintendent's Coronavirus Updates. The plan will be continuously evaluated based on information we learn about the virus and the rates of transmission within the community.



# QUINCY PUBLIC SCHOOLS

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## Arriving at School

- Staggered arrival times and students will go right to their classrooms
  - Multiple doors will be utilized for entry to allow for physical distancing
  - Entry/Dismissal doors will be assigned by each school
  - Individuals will be stationed to direct students
- A. Buses
- Disembarked in a staggered manner
  - Each bus will be emptied by row
- B. Walkers/Drivers
- Stagger arrival and dismissal time
  - Families/Visitors will NOT be allowed into the school so please plan accordingly

## Classroom Set-Ups

- Classrooms will strive to maintain 6 feet, but no less than 3 feet of social distancing guidelines
- Classes will be encouraged to go outside when feasible
- Desks are arranged in rows, at a minimum of 3 feet between desks
- Staff will be encouraged to keep a seating plan to assist with contact tracing if necessary
- Tape will be placed to “mark off” 3-foot increments for visual cues
- Posters and infographics will be displayed in the classroom to assist students in understanding the need for social distancing.

## Playground Structures

- Playground Areas will operate at a reduced capacity and students will wash their hands at the end of the play period
- Masks per DESE guidelines will be required for grades two and up

## **Classroom Special Considerations**

- FM Systems
- Students should not share supplies- pens/pencils/crayons
- Anything that is passed around the class should be discouraged, such as a microphone

## **Hallway Passing**

- When feasible, hallways will be designated as “one way”
- Where feasible, stairways will be designated as “one way”
- In Emergency Situations/Evacuations the quickest evacuation route will be used
- Students will be encouraged to adhere to social distancing guidelines when walking in the hallways

## **Dismissal**

- Staggered Dismissal - reverse of arrival to school procedure
- Walkers/Drivers dismissed in a staggered fashion
- Buses loaded in a staggered fashion
- Will use multiple exit points of school to expedite dismissal and loading buses.

## **Special Considerations**

- No gathering of large crowds - students or staff (or families/community meetings)
- Physical field trips are on hold
- Virtual Field trips are allowed
- Out-of-state and out of country travel is on hold
- Limit nonessential visitors to schools





# QUINCY PUBLIC SCHOOLS

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## Safety Protocols

### Hand Washing Instructions

How to wash your hands? Follow these five steps every time.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

Wash your hands frequently with soap and water frequently for at least 20 seconds.

Handwashing should be done often, but always:

- After blowing your nose, coughing, or sneezing
- After being in a public place
- Before eating and/or preparing food
- Before touching your eyes or putting in contact lenses
- After using the toilet
- Before and after treating a cut or wound
- After touching an animal, animal feed, or animal waste
- After touching garbage

*If you are unable to wash your hands, use an alcohol-based hand sanitizer.*

### Additional Information:

- [Your Health is in Your Clean Hands](#)
- [Handwashing Poster](#)
- [Hand Washing and Hand Sanitizer \(2 pages\)](#)
- [Stop Germs: Wash your Hands](#)
- [Germs Are All Around You](#)

## Face masks or cloth face coverings:

Please note that masks with a valve will be prohibited to be worn in Quincy Public Schools. It is a safety concern, because the valve allows for air to be exhaled without being filtered, it is similar to not wearing a mask at all. So, please for everyone's safety no masks with valves allowed.

- [How to Wear a Face Covering Poster](#)
- [How to Safely Wear a Face Covering Video](#)
- [Use Cloth Face Covering to Help Slow the Spread \(CDC\)](#)
- [Poster on Safely Wearing Face Masks \(CDC\)](#)

How to put on a face mask:

- Ensure your face mask is clean, dry and not damaged
- Wash and dry your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face- no gaps
- Make sure you can breathe easily
- Wash and dry your hands

While wearing a face mask:

- Do not touch the front of the face mask. If you do, clean your hands and dry thoroughly.
- Avoid touching your face, as infection can still be introduced by touching your eyes or if you are not wearing your face mask correctly.
- Face masks should not be moved during use. This includes being pulled up or pulled down below your chin. If you need to remove your mask (for example, to eat) - remove it safely, dispose of it appropriately (or wash if a home-made facial covering or cloth mask) and clean your hands.
- Replace the face mask if it becomes damp, damaged, or soiled.

To safely remove your mask:

- Clean your hands with soap and water or use hand sanitizer (containing at least 60 percent alcohol). Ensure your hands are dry.
- Remove the face mask from behind (do not touch the front of the mask) by untying ties or removing loops and pull it away from your face. Be careful not to touch your eyes, nose, and mouth when removing your mask
- Clean, store or dispose of it appropriately
- Clean your hands again (as above)

Practice good sneeze/cough hygiene.

- Cover your mouth/nose with a tissue
- Throw the tissue away immediately in a trash can, and then wash your hands.
- If no tissue is available, cough or sneeze into the crook of your arm on your sleeve.
- [Cover Your Cough \(CDC\)](#)

Avoid touching your face, eyes, nose, and mouth, where it is easy to spread the virus to yourself.

Clean frequently touched surfaces daily, including door knobs, counters, tables, tablets, keyboards, phones, bathroom fixtures.

## **Observe Physical “Social” Distancing Guidelines**

- The CDC recommends 6 feet of distance between individuals.
- Per the CDC, the more closely you interact with others and the longer the interaction time the higher the risk of COVID-19 spread.
- [Poster for Social Distancing \(MDPH\)](#)
- [Poster Social Distancing for Middle and High School Students \(MDPH\)](#)
- [Video for Teens on Social Distancing \(30 seconds\) \(MDPH\)](#)

## **General COVID-19 Education**

- [Stop the Spread of Disease Poster \(6 ways\) \(MDPH\)](#)
- [Stop the Spread of Germs Video \(1 minute\) \(MDPH\)](#)
- [How to don and doff PPE Posters \(CDC\)](#)
- [COVID-19 CDC Fact Sheet \(CDC\)](#)

## **General ways to stay healthy:**

Practice preventative health measures:

- Eat well-balanced meals
- Get enough sleep
- Exercise
- Stay hydrated
- Manage your stress - take a break from the media
- Wash your hands frequently

Education will be provided to QPS staff upon return to school. Family education will be ongoing and will begin prior to the start of school. Student education will be ongoing and visual cues, such as posters and infographics will be placed around the school to remind the student ways to stay healthy and prevent the spread of COVID-19. The modes of education will include: videos, power points, posters, infographics, stories, fact sheets, website updates, social media, as well in person demonstration of educational topics - such as handwashing, respiratory etiquette, masks and social distancing.