

Quincy Community Schools

Remote Learning Plan

Introduction

In alignment with new guidance from the State of Michigan that requires school districts to provide remote learning to students for the remainder of the year, Quincy Community Schools has created this document. The information contained in this document is meant to provide parents, staff, and students with guidance outlining expectations, strategies, resources, and guidelines in the process to implement Quincy's new remote learning plan. Specifically, this document focuses on the process of grading and instruction as well as other factors that support the whole child in the educational process.

The current conditions we are facing are unprecedented. Families are being asked to sustain at-home learning, teachers will quickly have to incorporate new remote learning practices, and school districts as a whole will have to transition to remote learning while trying to sustain a sense of community and cohesiveness from a distance. There will undoubtedly be some frustration and anxiety that occurs as we work to enact this program. It is our hope that we may all work together allowing flexibility and extending empathy toward one another as we embark on this endeavor. The following commitments outlined below are goals that we plan on working together to achieve. We have great staff, teachers, students, parents and community members and look forward to developing this program together.

The **goals** for remote learning are to:

- Provide opportunities for continued learning focused around critical standards
- Minimize instructional loss
- Provide students and families with routines and structures to help students stay connected to the school and learning
- Provide support for our students social and emotional needs.

Please dial 211 for help finding programs and services that will assist you with basic needs, such as food, shelter, transportation, financial assistance and household goods.

Guiding Principles

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials
- Given the reality of the digital divide, students will be provided digital and non-digital access to content as needed.
- Students will have access to meaningful educational materials that align to state standards.
- Students and schools/teachers will maintain personal connection that supports the necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.)

- Simplicity is best during this time- simplicity of the framework, communication structures, and of expectations.
- Support the whole child – their mental health, nutritional needs, and safety needs
- Parents and other caregivers will need access to clear information and resources.
- Teachers may need support, encouragement, and compassion to ensure their success and resilience.

Essential Instructional Recommendations

- Planning for remote learning that respects the needs of all students and staff.
- Implementing remote learning that attends to the diversity of our community to ensure that all students have access to equitable educational opportunities
- Meticulously documenting the best efforts possible being made under the current emergency conditions with the regard to students with Individualized Education Programs (IEPs) and 504 plans.
- Structuring active student engagement with learning in accordance with age-appropriate thresholds.
- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.
- Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them.

Educator Commitments

- If possible, teachers will use communication platforms students and parents are already familiar with and that currently exist in the system. For Quincy Schools, these platforms include but are not limited to the district website, Facebook, Remind 101, Class Dojo, Google Classroom, Google Hangouts and Google Meet, SeeSaw, and Weebly. Email and voice calls will also be utilized when necessary. If a specific communication platform was already in use in a classroom prior to the pandemic, it may be used as well.
- Develop clear, consistent, concise, regular and accessible communication that prioritizes student connection to trusted school personnel
- Encourage/maintain ongoing two-way communication.
- Remind students how to best communicate with the teacher and, when appropriate, peers.
- Complete all required tasks including the development of communication logs, checking on students' emotional wellbeing, and offering feedback on student learning.
- Be available to students and families via phone, text, email, Zoom, Google Hangout, Class Dojo, Remind 101, etc.
- Be present and fully engaged with students. Short, daily or weekly videos or phone calls can help reassure, and provide students with encouragement.
- Collaborate with colleagues (Teachers, Instructional Specialists, Counselors, Social Workers, Psychologists, Special Ed Personnel, etc) to address needs that arise along the way.

- Participate in required meetings with co-teachers, grade level teams, departments, PLCs, etc.)
- Provide a range of meaningful learning opportunities and resources that engage and meet the needs of all learners.
- Communicate progress and/or information about students/families who might need support or other resources with your principal.

Student and Family Commitments

- Having students establish and follow regular daily routines to the greatest extent possible.
- Ensuring students get enough sleep.
- Designating a specific space to work on remote learning activities
- Setting sensible time limits for technology use
- Reviewing information from the teacher or school as frequently as possible, but at least weekly.
- Completing assigned activities to the greatest extent possible.
- Discussing remote learning experiences and needs and communicating these with our staff.

Social-Emotional Learning and Relationships

It is imperative during this time that districts create remote learning that attends to student social and emotional needs. Some ways to ensure that all school community members feel connected and informed are:

- Encourage ongoing communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students' current situation and context.
- Provide students with appropriate support to process events.
- Utilize trauma-informed practices, when possible.
- Utilize school and community resources, such as counselors or social workers, to provide mental health supports.

Three Tiers of Building a Remote Learning System

A school community can be connected and thriving even if the physical school building is closed. Remote learning that emphasizes interaction and authentic differentiated learning opportunities will help students stay connected to teachers and classmates and ease the transition from traditional to remote learning. Developing consistency for remote learning on which students can rely is key as they and their families adapt to unprecedented changes in education and society, in general. Quincy Community Schools is utilizing the Mixed Media Delivery Tier to help all students stay connected and participate in remote learning. The tiers are defined below.

Hard Copy Media Delivery	Mixed Media Delivery	Digital Media Delivery
<ul style="list-style-type: none"> • Letters to student homes • Surveys sent to student homes • Physical Learning Packets • Books 	<ul style="list-style-type: none"> • A combination of media for all students • A combination that provides hard copy media to some students and internet-based media to others. 	<ul style="list-style-type: none"> • Apps on smart phones • Online learning platforms such as Google Classroom • Online tools, content and various electronic media

Grading

General Recommendations

During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning; and communicating this to students, parents, and teachers in the form of grades. **To that end, we further identify a focus of keeping children emotionally and physically safe, fed, and engaged in learning.**

Grading Is Defined As:

- Meaningful feedback.
- Assessment of learning (summative).
- Assessment as learning (self-assessment).
- Assessment for learning (formative).
- Student/teacher partnership (home).
- Criteria for work and expectations (exemplars).
- Confidential.
- A dialogue.
- Part of the learning process.
- Reflective.
- Coaching.
- Purposeful.
- Supportive.
- Focused on student growth.
- Individual.
- Differentiated.

(Bailey & Heritage, 2008; Brookhart, Guskey, et al., 2016; Chapman & King, 2005; Costa & Kallick, 2013; Davies, 2011; Earl, 2013; Gomez, 2008; Gottlieb, 2016; Gottlieb, 1995; Guskey & Bailey, 2001; Guskey & Bailey, 2010; Guskey & Brookhart, 2019; Heritage, 2010; Marzano, 2010; Moss & Brookhart, 2009; Muñoz & Guskey 2015; Popham, 2008; Stiggins, 2006)

These recommendations on grading are based upon the principle of *no educational harm to any child*. This pandemic and the statewide suspension of in-person instruction – the first in modern history – has impacted our entire society. The recommendations on grading during this period of unprecedented crisis offers direction to school leaders for **pass/incomplete options (not pass/fail)**. Quincy Community Schools has also elected an available option from the state to allow high school students to earn letter grades as well. While we expect that student learning continues during the remote learning period, we do not want a negative impact on students. In place of an “F,” for example, the recommendation is for an “incomplete” that can be made up when the remote learning period ends. There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. A student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade. Staff should document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control. Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (summer school, fall remedial programs, other).

Assessment shall be ongoing and related to student learning and growth. Flexibility and responsiveness to our students’ needs are incumbent upon the grading of student learning during this new remote learning context.

Remote student learning during this pandemic may be **formatively assessed** (where possible and practical). Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. This is not a time for failing students or adversely impacting student learning progress. Students are expected to continue with the learning activities assigned during remote learning. Please be mindful of the impact of time on task, time on screens, and time on reflection during this pandemic; grading should be used for coaching.

All students are encouraged to complete all of the work assigned and reviewed during the remote learning period. If students cannot or do not complete the work, there may be an incomplete grade assigned and a return to work incomplete remediation period. The names of students who are not engaged or are having difficulty completing assigned tasks should be referred to building administrators who will deploy support personnel to help students in need of intervention.

Supporting Student Engagement During Remote Learning

When planning, teachers should consider:

- Students may or may not have a consistent caregiver who can work with them every day. Ensure that instructions are written so that the student can understand them independently.
- Using headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow.
- These questions when designing remote learning experiences:
 - How will a student know where to start?
 - How will a student know what to do next?
 - How will a student know when the work is successfully completed?
 - How will the teacher know a student completed an activity?

The amount of student engagement we should aim for is inclusive of digital interaction and assigned work. This is not inclusive of non-graded enrichment opportunities, which we encourage teachers and families to provide. The thresholds in the table below could be inclusive of project time that spans multiple days, independent work, and direct teacher engagement. The thresholds do not represent expectations of engagement with educational products or web-based platforms such as an online course.

Grade Level	Minimum	Maximum	Recommended Length of sustained Attention
DK/K	30 min. per day	90 min per day	3-5 minutes
1-2	45 min per day	90 min per day	5-10 minutes
3-5	60 min per day	120 min per day	10-15 minutes
6-8	15 min per day Total: 90 min per day	30 min per day Total: 180 min per day	1 subject area or class
9-12	Class: 20 min per day Total: 120 min per day	Class: 35 min per day Total: 210 min per day	1 subject area or class

**Class is defined as a combination of instruction and worktime either with technology or without.*

**Total minutes per day represents the maximum time recommended for students to be engaged in school work outside not including enrichment activities.*

ELEMENTARY EDUCATION - DK - 4TH GRADE

Instruction - We recognize that the family is the child's first Teacher. Therefore, this document reflects the importance of each family member's expertise in determining what works best for their children and other family members during this unprecedented time of change. We are not creating or replacing the teacher; rather, we are supporting families in a partnership for learning.

Planning and Preparation

- Maintenance of previously covered content.
- Teachers are urged to provide families with resources they need to meet basic needs as well as academic needs so that they can support their student(s).
- Collaboration with related service providers, specialists, and paraprofessionals, counselors are strongly advised.
- Cross-curricular activities that include multiple subject areas.

The Whole Child Considerations

- Social-Emotional Supports - Ensuring our children are supported emotionally during this time of uncertainty is the foundation of any instruction we may provide.
- Content and Delivery with Options and Opportunities:
 - Engage with their environment.
 - Children's play is a highly supportive context for development and learning.

General Recommendations - We are seeking to strengthen the already existing partnership between teachers and families and assisting families as they embrace their role as their children's first teacher in a new and evolving way. To do this, families may be asked to, when possible, spend time with their children, play with their children, share their unique talents and interests, and engage in suggested learning opportunities. The goal is that, over time, the family interactions touch on each learning domain of a child's development.

Specific Recommendations:

- Teachers should have availability/check-ins that are flexible (office hours)
- Communicate with students first with the tools teachers are already utilizing and familiar with at this time. Use common platforms (suggested or already in use) across a district to alleviate any confusion for parents and students.
- Determine whether students are completing work online or traditionally.
- Keep variables in mind when you plan your lessons considering students may have:
 - Multiple classes
 - Other responsibilities
 - Limited access to devices, internet, and supplies
- Focus on student progress and learning, not assignment completion and due dates.
- Create learning opportunities that resemble classroom content using familiar wording.
- Create cross-curricular work when possible to maximize efficiency. Read a science or history article, use English language arts-based questions for comprehension, discussion, and/or writing.

Leadership Recommendations

- Less is more. Districts should seek to implement a few high-quality, intuitive solutions for communication lines, teaching and learning, and student support.
- Time assigned to task allotments should be developmentally appropriate. Districts and schools must be cognizant of the fact that student lives at home are changed. The following chart is time allocated for teacher instruction and student engagement in elementary content:

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention	Daily learning time can include:
DK/Kdg	30 minutes per day	90 minutes per day	3-5 minutes	Reading, Writing, Math Science or Social Studies Content Online work Handouts or other learning activities Outdoor Play/Exercise, Art, Music, Social-Emotional Learning, Career Exploration (click for recommended time guidelines) (click for additional sample schedules)
1-2	45 minutes per day	90 minutes per day	5-10 minutes	
3-5	60 minutes per day	120 minutes per day	10-15 minutes	

**Class is defined as a combination of instruction and worktime either with tech or without.*

- Collaboration is key. Elementary faculty will meet weekly using remote conferencing to plan instruction and assignment, to progress monitor student work, and determine pacing and student accountability.

Communication

- Teachers, related service providers, specialists, and paraprofessionals need to work together to communicate learning opportunities for families that address the needs of all students.
- Regular communication - to keep students actively engaged
 - Handwritten letters
 - Phones, automated calls, etc.
 - District website (Jennings Elementary Website Link)
 - Email
 - Social media and other web-based programs

Options and Opportunities - Multiple options to optimize learning during a crisis:

- Journals
- Academic Activities
- Social Engagement Activities (group video chats, written communication/emails to teachers and/or classmates, family board games, etc.)
- Hands-on Activities (art, physical education, music, create your own board game, cooking, gardening)

Elementary Instructional Model - The plans are to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. The following remote learning partforms have been, in the most part, learning tools familiar with our students and parents:

- DK/K - SeeSaw
 - 1st and 2nd Grade - Weebly
 - 3rd and 4th Grade - Google Classroom
- *All grade levels are linked to the elementary web (linked through the district's page) page for one common location of work for families.

Lack of Technology - Students without internet access and/or devices will have access to instructional materials through instructional packets. All grade levels are linked to the elementary web (linked through the district's page) page for one common location of work for families.

Grading

Equity and Support

- Focus on the continuation of learning - documentation of learning and giving feedback rather than assigning grades (teacher/student collaboration, performance based assessments, portfolios, journals, discussion posts, video responses, audio recordings, projects, choice boards, and other artifacts).
- Fewer standards/activities focused on familiar content may be completed within the remote learning time frame in accordance with the instructional guidelines regarding minutes of instruction (see chart), while also considering differentiation and individual student/grade level depth of knowledge on each standard.
- Limited new content
- Students' grades **must not** be negatively impacted during remote learning.
- Assessment should be ongoing.
- Learning targets - reflect the highest priorities at that grade level.

Options and Opportunities - It is recommended that the “grades and assessments” used during the remote learning period reflect learning and growth. Developmentally appropriate assessments that demonstrate continuation of learning may include:

- Photos of Artifacts
- Collected physical artifacts
- Parent phone calls - Teacher interacting with the child to assess skills/tasks
- Video student skills - shared video clip between parent and teacher
- District supported web based programs - IXL, RAZ Kids, Discovery Learning. Etc...

School Re-Entry

- Students should be assessed upon return to school (potentially in the fall) to determine their instructional needs and gaps in student learning
- Students social-emotional well-being be the priority

QMS Continuity of Learning Plan

We respect that families are dealing with a variety of factors due to the effects COVID-19 is having on our state. Keeping those in mind, Quincy Middle School has established a plan to help move education forward for our students in a variety of ways. We will continue to respect the fact that our community is being impacted in each facet of life, and with that in mind, will continue to work with our students and their families to care of the Whole Child in our work for the remainder of the school year.

Lesson Delivery:

Each grade level will be presenting material on Monday of each week. This work is expected to be completed by the *following* Monday. In order to assist our students, teachers will be providing a variety of support (ex. videos, supportive tools, meetings, etc.), as well as **two-hour** dedicated “office hours” **twice per week**. Usage of these office hours will be fluid, as we all learn how best to utilize different modes of communication, as well as adjusting to our students’ needs.

Work will be provided via **Google Classroom** each week. This is not a new tool for our students, as many of our teachers use this throughout the year. However, students may need assistance with handling some of the details on their own. The three weeks prior to Spring Break were helpful in taking care of many of those issues. **For students without technology and/or internet access**, the district will continue to attempt to provide necessary technology for those students. ***For any situation that this is not possible/feasible***, paper copies (**when applicable**) will be provided.

Checking In:

Each grade level will be taking time to check in with our students each week. A very brief questionnaire will be part of the weekly routine. Also, any students not in contact with their grade level team in some form will be reached out to by the grade level team, counselor, and/or principal. Again, we want to make sure each child has an equitable opportunity to learn, as well as know that they are still cared for, despite the remote learning.

Expectations:

The following expectations will hopefully assist our students, families, and staff.

Teachers:

- Provide feedback on student work and support students in their learning
- Work together to meet the needs of all of our students through differentiated learning opportunities and tiered support, adjusting assignments as necessary
- Respond to emails from students/parents promptly, within respectful time frames of a school day
- Continue to foster a caring learning environment for our students

Students:

- Communicate with the grade level team any questions or needs
- Stay connected with the classes to the best of their abilities
- Complete classroom assignment to the best of their abilities

Parents/Families

- Encourage our students to maintain daily routines for learning, as well as what is needed at home

- Contact grade level teams, counselor, or principal to communicate any needs or concerns, as well as questions about assignments
- Check in with your students to see how they are doing: educationally, socially, emotionally
- Know that we are all in this together. We are here to help!

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

**Class is defined as a combination of instruction and worktime either with technology or without.*

Quincy Middle School Continuity of Learning Plan Office Hours

Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Math	ELA	Math	Enrichment/
Science	Social Studies	Science	Social Studies	General follow-up,
PE/Spanish	Band/Art	PE/Spanish	Band/Art	as needed

Office Hours: 9-11	Office Hours: 9-11	Office Hours: 9-11	Office Hours: 9-11
Swoish	Januszka	Swoish	Januszka
Knaack	Kempter	Knaack	Kempter
Dean	Longardner	Marshall	Longardner
Marshall	Benson	Evans	Benson
Evans			Martuch
			Corbett
Office Hours: 11-1	Office Hours:11-1	Office Hours: 11-1	Office Hours:11-1
Armstrong	Jeffries	Armstrong	Jeffries
Neusbaum	Paradine	Neusbaum	Paradine
Maurer	Frisbie	Maurer	
Rodesiler		Rodesiler	
Office Hours 1-3	Office Hours: 1-3	Office Hours 1-3	Office Hours: 1-3
Heckel	Dunn		Dunn
	Martuch		
	corbett		

QHS Continuity of Learning Plan

Lesson Delivery:

Each teacher will be providing material on Monday of each week. This work is expected to be completed by the *following* Monday. In order to assist our students, teachers will be providing a variety of support (ex. videos, supportive tools, meetings, etc.), as well as **two-hour** dedicated “office hours” **twice per week**. Usage of these office hours will be fluid, as we all learn how best to utilize different modes of communication, as well as adjusting to our students’ needs.

Work will be provided via *Google Classroom, personal email, or through hard copy distribution* each week. However, students may need assistance with handling some of the details on their own. The three weeks prior to Spring Break were helpful in taking care of many of those issues. **For students without technology and/or internet access**, the district will continue to attempt to provide necessary technology for those students. ***For any situation that this is not possible/feasible***, paper copies (**when applicable**) will be provided.

Expectations:

The following expectations will hopefully assist our students, families, and staff.

Teachers:

- Provide feedback on student work and support students in their learning
- Work together to meet the needs of all of our students through differentiated learning opportunities and tiered support, adjusting assignments as necessary
- Respond to emails from students/parents promptly, within respectful time frames of a school day
- Continue to foster a caring learning environment for our students

Students:

- Communicate with individual teachers for enrolled subjects to share any questions or needs
- Stay connected with the classes to the best of their abilities
- Complete classroom assignment to the best of their abilities

Parents/Families

- Encourage our students to maintain daily routines for learning, as well as what is needed at home
- Contact teachers, counselor, or principal to communicate any needs or concerns, as well as questions about assignments
- Check in with our students to see how they are doing: educationally, socially, emotionally
- Know that we are all in this together. We are here to help!

Districts and schools must be cognizant of the fact that student lives at home are changed. The following chart is a **recommendation** for time allocated for teacher instruction and student engagement for grades 9-12.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 35 minutes/day Total: 210 minutes/day	1 subject area or class

See sample daily schedule below:

HIGH SCHOOL				
Maximum online Instructional Minutes				
Additional time may be assigned for "off line" work, not to exceed 30 min. per class per day.				
Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min. Math 30 min. ELA 30 min. AP if applicable	30 min. Science 30 min. Social Studies 30 min. AP if applicable	30 min. Math 30 min. ELA 30 min. AP if applicable	30 min. Science 30 min. Social Studies 30 min. AP if applicable	30 min. Elective 1 30 min. Elective 2 30 min. AP if applicable

**Class is defined as a combination of instruction and worktime either with technology or without.*

Grading Statement:

Grades 9-11: Students are expected to complete assignments. Teachers are able to grade work. While grades cannot negatively impact a student's academic standing, students who do not engage in academic work can be issued an incomplete. If necessary, students issued an incomplete will have the opportunity to make-up the incomplete following the remote learning period. While teachers will have the option to assess student learning and assignments, grades will be counted only if they improve a student's grade. Grades from the remote learning period will not negatively impact any student's academic standing.

At the end of the semester, each student will have the choice of taking **ALL** of their final semester letter grades for their courses or the option to take credit for passing **ALL** of their courses. Students will not be allowed to select credit for some classes and a letter grade for others. Students' grades will reflect their average as of March 13th, and they will have the opportunity to improve their grades through extended remote learning. Quincy High School teachers and staff will provide a variety of methods for instruction through mixed media sources. Lessons will be posted weekly to allow for students to manage their time and resources effectively. Teachers will maintain contact with students and record students' progress and participation in activities. The chart below is a time allotment for students to prioritize their studies. Also listed are office hours for students to receive synchronous instruction or a chance to check for understanding with the instructor.

All online courses (Michigan Virtual, Edgenuity, Dual Enrollment/ EMC College Courses etc.) will be expected to be completed in full as normally scheduled. If students are struggling with these classes, please contact Mrs. Karney in the counseling office.

Seniors: Senior grades, including GPA, will be based on the current 3rd marking period grade. Students can work with teachers to improve that grade if desired. Any student in grade 12 failing a class as of the end of the 3rd marking period will be offered an opportunity to improve that grade or to demonstrate appropriate learning levels in the subject matter of the course and receive credit for the course.

Quincy High School Continuity of Learning Plan – Teacher Office Hours

Monday	Tuesday	Wednesday	Thursday	Friday
ELA - 30 Minutes	Math- 30 Minutes	ELA - 30 Minutes	Math- 30 Minutes	Enrichment/
Science- 30 Minutes	Social Studies- 30 minutes	Science- 30 Minutes	Social Studies- 30 minutes	Time to follow up with Teachers
PE/Elective- 30 Minutes	Band/ Art- 30 minutes	PE/Elective- 30 Minutes	Band/ Elective- 30 minutes	
Office Hours: 9-11	Office Hours: 9-11	Office Hours: 9-11	Office Hours: 9-11	
Spalding	J. Powell	Crabbs	Martuch	
Michael	Brockway	Andridge	Corbett	
Davis	Evans	Loveberry	Office Hours: 11-1	
Marriott	Turner	Office Hours: 11-1	J. Powell	
Cousino	Office Hours:11-1	Bach	Brockway	
Barry	Adams	S. Powell	Evans	
Office Hours: 11-1	Webb	Supianoski	Turner	
Crabbs	Michael	Office Hours 1-3	Office Hours:1-3	
Andridge	Office Hours: 1-3	Spalding	Adams	
Loveberry	Martuch	Michael	Webb	
Office Hours 1-3	Corbett	Davis	Michael	
Bach		Marriott		
S. Powell		Cousino		
Supianoski		Barry		

(Updated 4/16/2020)

Special Education and Related Services

Instruction

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, Quincy Community Schools will focus their planning efforts on how to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. All decisions regarding special education will comply with guidance from the [U.S. Department of Education](#).

The basic guidelines and options/opportunities are based on the following core beliefs:

- IEPs remain in place and should direct students' remote learning. Be mindful that a student's program may require commencing a team meeting.
- Adhere to local procedures and leverage local leadership.
- Emphasize structure and consistency for students with special needs.
- Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources should be viewed broadly and include leveraging local associations, professional organizations, government agencies, and more.
- Affirm that all students can achieve growth in all capacities.

Training, Development, and Supporting Staff

It is essential that training, development, and support continue for staff who serve students with IEPs. Quincy Community Schools may consider the following when providing support to special education staff:

- Create and share inventories of what technology is available to students/families with special needs.
- Identify what technology platforms will best serve the various needs of the special education population.
- If available, utilize clinician-created documents for public consumption.

Content Delivery

Assisting students in accessing the curriculum during remote learning should be a collaborative effort, just as it is in a typical school environment. Quincy Community Schools will be sharing resources and ideas with each other as much as possible.

New Content and Review/Practice

The focus of instruction should be individualized and based on the students' IEPs, their goals,

the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special and general education teachers (including bilingual/ESL and dual language teachers), teacher consultants, teacher assistants, and other service providers to support students in accessibility and in meeting their IEP benchmarks and goals. Districts and educators should also ensure the curriculum is accessible and multi-sensory in its nature to support all learning styles and language proficiency levels for Multilingual Learners. Any changes to programs or goals should be made in conforming with federal and state required procedural safeguards.

Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have related services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special educators should collaborate with the students' providers to work on activities that support students with stress/anxiety reduction and other SEL activities.

Communication Processes and Structures Needed to Support this Work

Students with special needs require additional effort that ensures messaging and communication are effective. The standard methods of communication may include district webpages, district social media, automatic calls, utilizing community organizations groups/shelters, news media outlets, and internal school data platforms that can allow daily, weekly updates regarding academic progress. Further explanations and recommendations may be needed to ensure everyone responsible for the efficacy of the IEP is receiving correct and ongoing information. Scaffolding, communication, and breaking up assignments into more manageable parts would be helpful in this regard. We encourage direct communication from trusted and known staff members for delivery. The following are considerations for family and student communication:

- Special Education listserv-targeted emails to families of special needs students
- Phone calls on a regular schedule from case managers
- Use of appropriate staff to overcome need and language barriers
- Communication from all professionals that interact with students, including, but not limited to, social workers, speech-language pathologists, paraprofessionals, school psychologists, and counselors

Roles of Related Service Professionals and Paraprofessionals in Delivering Instructional Services

Related service professionals and paraprofessionals play a vital role in the daily instruction of students with IEPs. It is essential during remote learning that these professionals are a part of the continued learning of our students. These individuals should be working in collaboration with other educators to meet the needs of students with disabilities.

- Assist in contacting families (in accordance with district policies) and helping with work.
- Chunk activities; provide students with work schedules and other more structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources,

crisis lines, suicide prevention.

- When possible, service providers can conduct check-in calls, and service providers (such as Physical Therapy/Occupational Therapy) could consider creating videos on exercises, etc.

Options and Opportunities

During this time, students with special needs and IEPs should be given the opportunity to continue with learning that is consistent for all students. This learning will be based on the individual IEP and related Contingency Learning Plan for each individual student.

Instruction

- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest profiles to inform lessons and activities.
- Provide alternative options for participating in virtual class discussions
- Create video modeling of how you expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom.
- Use built-in accessibility features in learning management systems, albeit on an individualized basis according to student need, for example:
 - Use heading styles that allow screen reading software to navigate from section to section.
 - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound. ○
 - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
 - Enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
- Provide transcripts of any pre-recorded audio or video used with students. Use closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors.

“Hands-On” Options for Remote Learning

- Use non-digital resources of work. (Where possible, coordinate this effort with the case manager and/or assistance of paraprofessionals.)
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, ratios, chores, cleaning, hygiene, etc.

- Have students track activities with photos or videos and submit to teachers.
- Keep meditation logs and providing links to meditation apps and YouTube videos.
- Encourage journaling.
- Utilize ground activities (e.g., choose five objects that are around you and describe them in detail).
- Utilize virtual museum tours and video demonstrations.

Grading

All directives from the U.S. Department of Education for students with disabilities should be followed in relation to the school closure for COVID-19.

Alternative means of grading should be considered such as credit/no credit when appropriate.

Options and Opportunities

It is important to note that districts should have local control in guiding staff to meet the needs of their school community and students' IEP needs.

Alternative Grading/Assessment Suggestions

When grading/assessing student work, it is important to note the priority is to assess in a manner that supports motivation and participation in remote learning. The assessments or grading should not be punitive in any manner. Every effort should be made for collaboration between case managers, service providers, and general education staff when determining a summative grade for the quarter.

Assessments should be as inclusive as possible. Suggestions for assessments and grading practices that most benefit students with disabilities include:

- Rubrics
- Standards-Based Grading
- IEP Goals and Objectives-Based Grading
- Competency-Based Grading
- Evidenced-Based Grading
- Portfolio-Based Grading
- Contract/Negotiation-Based Grading (Effort to improve current assignment to raise letter grade.)
- Narrative Feedback for Video Observations or Family Anecdotal Reports
- Narrative Feedback for Written Work or Projects
- Pass/Incomplete (Although usually not recommended for students with disabilities, it may be appropriate during school closures.)

When developing individualized grading/assessment practices for students with disabilities, the following factors should be considered:

- Student need and present levels of performance
- IEP Goals and Objectives
- Kinds of accommodations/modifications/services that are provided
- Capacity of support in the remote learning environment
- Social-emotional response to the COVID-19 crisis
- Access to needed resources to participate in learning
- Current grades
- Transition and postsecondary goals