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Thank you to all of our team participants who spent dozens of hours over the last three weeks making sense of the unimaginable. Your dedication and hard work on behalf of the children of Revere will serve them throughout their lives. Thank you so very much!

**Teaching and Learning**
Elizabeth Adamo  
Andrea Aeschlimann  
Kenny Arrango  
Noreen Bartol  
Katie Cerasale  
Sandra Chesna  
Caroline Chiari  
Lou Cicatelli  
Candace Conley  
Keith Correia  
Matt Costa (co-chair)  
Hannah Crowley  
Derek Dicks  
Lenore DiLiegro  
Kim Doherty  
Dave Eatough  
Jonathan Ferrara  
Jill Herwig  
Lindsey Kordis  
Alexandra Leonard  
Megan Leys  
Charlene Logue  
Allegra Marrone  
Ann McLaughlin  
Danielle Mokaba  
Percy Napier  
Stephen Pechinsky  
John Perella  
Tina Petty  
Christina Porter (co-chair)  
Ed Schutte  
Briana Tsoupas (co-chair)

**Student and Family Supports**
Donna Bonarrigo (chair)  
Jessica Butler  
Antonietta Fierro  
Jessica Gagnon  
Connie Gannon

**Special Education and English Learners**
Christina Hopley  
Jean Jones  
Andrea Kelly  
Kerry Lecceese  
Melissa Lomas  
Adrienne Maguire  
Susan McNamara  
Rebecca Richardson  
Sonia Sanchez  
Brayden Shanley  
Peg Sullivan  
Veronica Wheaton

**Facilities and Operations**
Donna Bonarrigo (chair)  
Jessica Butler  
Antonietta Fierro  
Jessica Gagnon  
Connie Gannon

**Personnel, Staffing and Professional Learning**
Katie Aborn  
Susan Booras  
Carla Buonompane-Festa  
Christine Cavagnaro  
Erin Chiesa  
Corbett Couatts  
Lisa Devine

**Transportation**
Robyn D’Apolito  
Yuri Dominguez  
Jamie Flynn (chair)  
Richie Gallucci  
Olivia Harris  
Seth Novoselsky  
Dave Patch  
Maria Ragone  
Denise Sena  
Michael Siciliano
Revere Public Schools (RPS) is supporting the implementation of three learning models for the school year 2020-2021: In-person, Hybrid, or Remote. These plans are created in an effort to respond to health, safety and community needs while maximizing opportunities for student and teacher interactions. Our feasibility study showed the number of students who could safely social distance in the classroom varied by school and classroom from 9 students to 14 students at the 6 foot distance. At a three foot distance, we could fit more students (13 to 20) but not enough to allow full classes to be together at one time given our larger class sizes.

Depending on the format, the school calendar and daily schedules for each model are currently being developed with guidance from DESE and negotiated with local unions.

The district-sponsored curriculum will be utilized across the in-person and hybrid models, with a focus on a mastery-based approach. RPS is collaborating with the MA Department of Elementary and Secondary Education (DESE) to secure a Learning Management System for the remote learning program. Small group instruction will occur through in-person learning and scheduled remote learning opportunities. For remote learning, all coursework will be posted on Fridays.

Advisory / morning meetings will be consistently scheduled and conducted, whether students are in-person, hybrid, or remote, as a key point of connection and communication between a teacher / advisor and students. Social-emotional wellness checks, attendance / engagement reviews, and academic planning will be incorporated in all three models. Social emotional learning lessons will be embedded into students’ bi-weekly learning experience.

Students will need to access a Chromebook, the Internet, the learning platform Google Suites, and single sign-on technology to be successful in all of the models; the district will provide access to these items as needed. Training will be provided to staff, families, and students at the beginning of the school year.

At the middle and high school grades, block scheduling will be utilized to allow students to go deeper with learning in a few classes over a period of time, increasing teacher connection points and decreasing the number of physical transitions. All students will be eligible to access and earn honors credit by the completion of pre-identified criteria within each core course. Course grades using a mastery-based system and feedback regarding Habits of Work will be provided separately to students.
In the hybrid and remote learning models, asynchronous and synchronous learning will be required. Asynchronous learning is independent, student-directed learning that can be completed with or away from a computer. It is primarily used to deliver content, practice skills and demonstrate mastery. Asynchronous learning time can be flexed across the day. Synchronous learning requires a digital connection between the student, peers and/or teacher at set times of the day. Synchronous learning is best used for learning opportunities such as direct instruction, reviewing of projects / assignments, students sharing, class discussions, group collaboration, etc.

Class sizes across models are anticipated to have enrollment from 25-30 students in each general education class. Each class in the hybrid learning model will be divided into a cohort (group A or group B) group to determine who is in-person which week. In-person classes will not exceed the number of students able to maintain the 6 foot physical distance recommended by the Center for Disease Control. Our feasibility study shows this number of students to be between 9 and 14 depending on the school and classroom. Students will be intentionally assigned to classes based on these parameters. For example, if a classroom space only allows for 9 students at a time with 6 foot distances, the total enrollment for that class will be limited to 18 students.

Registration for learning models is to be completed by 8/19/20. Caregivers will need to select a model for each of their children and will be committed to that model for a duration of time to be determined by the district. Virtual information sessions will be held on 7/30/20 and during the month of August on dates to be determined by each school principal. The registration form will be sent to each family via email and will be available on our website.

Please note that an option to change learning models throughout the school year will be available at the determined time period and will be dependent upon available space.

**In-person learning model**

Revere Public Schools will offer full-time in-person learning for a small group of high-needs students requiring specialized support, including students with disabilities, English learners, students who do not have suitable learning spaces at home, and all students enrolled at Seacoast Alternative High School. These students are invited, not required, to participate in in-person learning; they may choose either the hybrid or remote learning models with parent/guardian approval, if preferred.

The district-sponsored curriculum will be utilized for in-person learning, with a focus on a mastery-based approach. Students will access core classes and encore courses in alignment with their peers participating in other models. Instructional units in the core
curriculum and encore electives (music, art, computer science and physical education) will be broken down into two week segments and will include an assessment of prior learning, activities aligned to Power Standards, a learning plan published on the district website, the utilization of Google Classroom for small / whole group instruction and performance based assessments to demonstrate learning. Feedback regarding student’s progress will be provided after each two-week unit.

While in-person learning will return the students to the school building, the experience of school will be significantly changed to ensure the health, safety and wellbeing of the Revere school community. This includes, but is not limited to:

- Daily health screening will be required of families and staff prior to coming to school. Staff or students exhibiting any symptom of the COVID-19 virus are not to attend school.
- Assigned entrances and exits by grade level to each school building, with staggered arrival and dismissal times.
- Limited hallway transitions and staggered bathroom use with physical distancing to limit student contact.
- Staff and students wearing personal protective equipment at all times, including masks over the mouth and nose. The scheduling of “mask breaks” in pre-identified areas or outdoors with required physical distancing.
- Classrooms being assigned up to 14 students with desks facing forward six feet apart. Students sitting in assigned seats and facing forward. Rugs, soft furniture and shared supplies being eliminated from the classrooms.
- Meals being delivered to and eaten in the classrooms or assigned areas.
- Establishment of an isolation rooms and protocols for students or staff exhibiting symptoms of COVID-19.
- Staff may lead instruction in outdoor spaces with required physical distancing.
- Disinfecting frequently touched surfaces during the school day and deep cleaning on the weekends.

**Hybrid learning model**

In a Hybrid learning model, Revere Public Schools would maximize the instructional interactions between students, peers and teachers while prioritizing the health, safety and wellness of the community. While students will return to school for in-person learning every other week, the experience of school will be different to implement the required and necessary health and safety protocols. *(See in-person learning for an overview of the student experience while on campus.)* Students with Individualized Education Plans and English Learner students will be provided with services and supports through the hybrid learning model.
In the Hybrid model, RPS would divide all students into cohorts: Group A and Group B. Group A would attend in-person learning one week, while Group B would participate in out-of-school learning activities during that week. The next week, Group A would participate in out-of-school learning activities while Group B attends in-person learning during that week. To allow teachers to engage in district and school directed collaborative planning, professional development, student conferencing and family communication activities; dismissal times may vary according to the needs of the students, staff, schools, and district.

Remote Learning in a Hybrid model will include synchronous and asynchronous learning opportunities for students during the week in which they are not in school. The recommendation is that learning will prioritize depth over coverage, focusing on fewer classes to allow for deeper learning. Educators will continue their PLG work in order to create district-wide lessons that create equity and consistency across schools.

**Synchronous Learning**

- Synchronous learning is live, virtual learning with a teacher present
- Synchronous learning time is aligned with student needs, which includes increased engagement and an opportunity for support from a consistent schedule without overlapping times
- Time used for learning opportunities such as direct instruction, reviewing of projects/assignments, students sharing, class discussion, clarification, and other types of support

**Asynchronous Learning**

- Asynchronous learning can include recorded instruction that lives virtually (allowing students and family members to repeatedly access at their convenience), work on an online platform that provides a specific curriculum, or the application of skills gained during the student’s in-person learning week.
- Used as a means of support in providing delivery of content, practice of skills, and an opportunity for students to demonstrate mastery utilizing this resource.
- Asynchronous learning relies on educator feedback for student mastery and learning
- Asynchronous learning can be digital and/or away from the computer.
- Assessments of mastery can be offline or performance/project-based

The district sponsored curriculum will be utilized for in-person learning, with a focus on a mastery-based approach. Instructional activities will be organized into one or two-week modules and will include synchronous and asynchronous learning activities. During out-of-school learning weeks, students are required to participate in at least one synchronous activity daily. Attendance will be taken. Small group or individual interventions may be scheduled synchronously between a staff member and a
student(s) during asynchronous independent learning time. Student work, regardless of location completion, will be graded by and feedback provided by the assigned in-person teacher of record. Each student will be assigned an advisor to assist in supporting and monitoring progress. A Chromebook, Internet connectivity, access to Google Classrooms and related training will be provided by RPS to students and families, as needed.

**Remote learning model**

In the event that the district moves to a full Remote Learning model, all instruction will be provided virtually. Drawing from the Commissioner’s guidance, as well as feedback from staff, students, and families, a Remote Learning model would have increased rigor and accountability compared to last spring. The full Remote Learning model would be aligned with an in-person model and would include attendance (participation), consistent grading expectations, feedback, and direct instruction.

A full Remote Learning model would incorporate synchronous and asynchronous learning opportunities. This model would have increased synchronous learning opportunities via a daily, set schedule where students would receive direct instruction and feedback from educators. This live work would be supplemented by asynchronous support that can be accessed by students and family members at their convenience.

Student specific schedules will be established by their respective schools and communicated with families before the Remote Learning model commences. In a Remote Learning model, it is our priority to establish effective relationships between students and their teachers, focusing on the social emotional well-being of our students.

**Alternative for Families Who Do Not Want to Engage in In-Person Learning**

Families and students may choose to enroll in the RPS Remote Learning Program, a fully online model of learning. Where appropriate, RPS will utilize the DESE procured Learning Management System (LMS) in addition to our Apex partnership to undergird our fully-remote learning environment. The LMS populates with a stand-alone, self-paced full K-12 content to cover the basic curriculum standards on a largely asynchronous basis. Assigned and targeted educator check-in/coaching support from the district/school and added synchronous instructional opportunities will supplement the LMS program. Feedback regarding student’s progress will be provided every two weeks. Students will be provided with a Chrome book and Internet access, as needed. The LMS will provide all technical support.

For younger students and some others who choose remote learning but for whom a Learning Management System is not appropriate, synchronous classes instructed
remotely by Revere teachers will be provided. This model will be similar to our plans for our students in the Hybrid model should we have to revert from Hybrid to full remote learning.

English Learners and students with Individualized Education Plans are eligible for this learning model, if desired by the family. While teachers will embed English language development strategies and goals into all core classes, English as a Second Language (ESL) teachers will provide additional support to students according to proficiency levels. This service will vary from open office hours to 5 scheduled hours per week.

Specialized instruction and related services will be provided based on students' Individualized Education Plans (IEP). Students with Individualized Education Plans may come to their assigned school for related services. Remote services will be provided, if it is not possible to provide services in the school setting.
STUDENT AND FAMILY SUPPORTS

RPS seeks to partner families and community agencies to access and provide the support needed to increase students’ emotional, physical, social well-being in order to fully engage in learning each day. In addition to the choice in learning model and academic supports provided through learning activities, RPS will provide the following at each school campus:

- Coordinated communication with families. At the start of the year, communication will focus on building relationships with families and students through 1:1 or small-group meetings either virtually or in person. Families will identify a contact person, preferred language, and preferred means of communication. Interpretation services will be provided where needed.

- Training for launching 2020-2021 successfully. During the first two weeks of school, families and students will be trained in the use of new safety protocols, technology resources and instructional platforms. Direct communication between the family and teacher regarding each student’s engagement and academic progress will be provided every two weeks.

- Vertical collaboration conversations among teachers. Teachers will identify students challenged by the implementation of remote learning in spring 2020 and provide intentional outreach and monitoring of engagement during transition to the hybrid or remote learning models.

- Daily Check-ins / office hours will be scheduled by teachers for remote learning. Students and families may maximize the daily check-in opportunities to seek additional tutoring, counseling support and/or direction.

- Advisory or morning meetings are built into each student’s weekly schedule to ensure time for social emotional wellness checks, the previewing and organizing of academic learning for the day, personal goal setting and reflection, and problem-solving with a trusted adult. All students are expected to “check-in” daily with a teacher whether in-person or remote.

- Families and students enrolled in the hybrid or remote learning programs will have access to two online assistance links or help-buttons: (1) “ask a teacher” and (2) “tech help.” “Ask a teacher” is designed to provide academic guidance regarding teaching and learning activities in case a student is stuck or has reached a point of frustration. It is anticipated that a grade level or content
specific teacher (not the teacher of record) may respond with email, video conferencing, texting or phone support. The “tech help” is designed to assist with connectivity, log-in, software and hardware related challenges. RPS is working to finalize the hours of services.

- Each school will have a Parent Liaison who will act as a community resource connector and will serve as a point of referral for internal information and community support regarding food security, grief, health care assistance, COVID-19 symptoms, housing, transportation, mental health and/or other needs.

- The school adjustment counselor / social worker will be available at each site to proactively support the behavioral and mental health of students.

- A nurse will be on-site at each campus to respond to any student or staff member exhibiting symptoms related to COVID-19. They follow and train on all health and safety protocols put forth by the MA Department of Elementary and Secondary Education. Each nurse will be assisted by a Health Technician to triage any cases or illness and assist with the management and flow in the nurse’s offices.
SPECIAL EDUCATION, ENGLISH LEARNERS AND EARLY CHILDHOOD

Instructional and related services will be provided across all models for students with Individual Education Plans (IEP) or English Learners (EL). English Learners will receive their ESL instructional services based on their English proficiency levels, whether students are learning in-person, in a hybrid, or a remote learning model. Parent meetings (i.e. IEP meetings or EL meetings about services) with parents and outside providers will be conducted remotely. The half-day Integrated Early Childhood program will shift to a five-day model with the goal of providing both AM and PM sessions daily.

A description of specialized services for each learning model is below:

In-Person Learning

Both the push-in and pull-out service delivery models will be utilized to provide services. To the extent possible, students will be serviced with peers from the same classroom grouping. Clear masks will be utilized by staff when working with students on articulation or foundational language skills. Training by a member of the district nursing team will be provided to staff assisting students in toileting and personal care needs. Required PPE for staff will be provided by RPS.

Hybrid Learning

High need students are invited to attend in-person learning every day to the extent possible based on health and safety needs. High need students are identified as students with significant or complex instructional needs (i.e., Small Learning Group which includes Life Skills, Limited/Interrupted Formal Education, Newcomers, English Learners Level 1-2 and Integrated Early Childhood). Services, PPE and training will be provided as described above for in-person learning. Families opting for full Remote Learning may also elect to schedule walk-in related services at their assigned school if available. Remote related services will be provided if in-person walk-in services are not available.

Remote Learning

In a full Remote Learning model, teachers and related service providers will provide parents a copy of the Individualized Education Plan and meet to review the child’s goals. Efforts will be made to facilitate “meet and greet” sessions for students transitioning to a new teacher for 2020-2021. Students participating in the Remote Learning Model will have scheduled synchronous learning support as directed by the IEP. The school will provide instructional materials and supplies for use in the remote learning environment for each student with specialized supports.
Certified teachers will be assigned to groups of students upon the completion of family enrollment into the three models for learning. All teachers will have an assigned schedule including instructional responsibilities, participation in professional learning groups, virtual check-ins with students, collaborative planning and student/family feedback communication. Teachers with verified high-risk medical conditions will be prioritized for remote teaching assignments. Expectations for performance will remain consistent and high regardless of the assigned learning model.

RPS will provide new school safety protocol and technology training to all personnel regardless of assignment location. Teachers will be provided with the technology and resources to support remote teaching and learning.

Teachers will be required to move to student groups in classrooms, whenever possible, to reduce traffic in hallways and enclosed spaces. Teacher and student cohorted teams will be paired together as much as possible.

To the extent possible, substitute teachers are to be assigned to work in only one building.

DESE has provided guidance on extending professional development for teachers and staff for up to 10 days to ensure a smooth transition to learning for the 2020-2021 school year. A district calendar is currently being negotiated and will be shared when approved by the RPS School Committee.
FACILITIES AND OPERATIONS

Students returning to school will find the experience changed due to increased protocols for health, safety and wellness in response to the COVID-19 virus.

Arrival / Dismissal and Building Flow

Students entry to and exit from the building may be staggered, depending on the facility structure, to minimize contact with other individuals. Multiple entrances will be used at each campus and students assigned to one door for entry and exit. Markings to promote social distancing will be placed on sidewalks. Family members must wear face coverings over the mouth and nose while in line for arrival. Directions for your child’s procedures will be communicated by the school. Attention to the timeliness of arrival and dismissal will ensure safer conditions for all.

Building flow within the school will be unidirectional when possible. Clear movement plans with visual cues and reminders for physical distancing, mask wearing, hand-sanitizing and directional movement will be in place. Teachers must issue disposable paper passes for students to move through the hallway. Communal, reusable passes are not permissible.

Elevators may only be used by one person wearing a mask at a time. The only exception is a student with disabilities or a person requiring medical attention to be accompanied by a staff member.

Classrooms and Materials

Students, in groups not exceeding 14 persons, will be assigned to classrooms for instruction. Desks will be placed six feet apart facing forward with 6 feet of space between the teacher's board area at the front of the room and the first row of desks. Assigned seating will be required to support contact tracing. When possible, students will be expected to remain in one classroom throughout the day with teachers rotating to the students. Communal furniture such as bean bag chairs or rugs will not be permitted. All students and teachers are to have individual supplies and materials. There are not to be shared crayon bins, whiteboard markers or clipboards, for example.

Schools are encouraged to repurpose communal spaces such as the library, gym and auditorium as learning spaces for designated cohorts. Outdoor learning space is also encouraged.
Students will not have access to personal storage areas within the school such as lockers or locker rooms. Cubbies within classrooms are only allowed if each student has their own unique space and it is not shared with other students throughout the week.

**Hand-Sanitizing, Bathrooms and Water Fountains**

Free standing hand sanitizer stations will be distributed throughout the building in key locations including, but not limited to, the lobby, entrances and each floor. Hand sanitizer pumps will be placed in each classroom. Students, parents and staff will be trained in how to wash their hands, use sanitizer and sneeze etiquette. Students will be required to hand wash or sanitize at the entry door, before mask breaks, after using washrooms, before/after meals and at the exit door.

Adequate amounts of soap, water, paper towels, tissue, lined garbage cans, hand sanitizer (60% alcohol) and disinfectant wipes will be available at cleaning stations. Hot and cold water will be operating in all sinks. Visual cues and posters will be displayed throughout the building to show proper usages and techniques of sanitization.

Only touchless water stations may be used by staff or students. Bubblers and classroom / hallway water fountains will be blocked off and not used. Bottle filling water stations will be accessible where they are available.

Bathroom and hygiene breaks will be scheduled for all students per school protocols. Every other sink / urinal / stall in bathrooms will be blocked off from usage. Bathrooms will be cleaned and disinfected periodically throughout the day based on rotating through cleanings or as needed after high usage. All available bathrooms should be opened to increase capacity with additional staff as necessary. A cleaning log will be accessible in each restroom. Bathroom monitors should limit capacity, maintain distancing for those waiting when needed, and notify the principal and Head Custodian when increased cleaning is warranted.

**Personal Protective Equipment (PPE) including Masks**

All students, staff and visitors are to wear masks throughout the day, when on the bus, and when on school grounds. Families are to provide masks for students. Similar to uniforming, families unable to provide masks should request assistance. RPS recommends students and staff wear cloth masks as they are easy to buy or make and are safe to clean and reuse. Surgical masks are designed for hospital staff to protect their faces from liquids. They are disposable and should be discarded after a single use. Students or staff with verified medical conditions preventing the wearing of a mask will be considered on a case by case
basis for appropriate accommodations for the in-person or hybrid learning models. If appropriate PPE cannot be accommodated, the remote learning model is available for instruction.

Mask breaks will be permitted in designated mask-free zones where students can be spaced at least 6 feet apart (i.e. gym, cafeteria, outdoors, etc.). If social distancing can be maintained, a 15 minute break at least every four hours is preferred.

RPS has ordered masks, face shield, gloves, gowns, hand sanitizer, trash receptacles, etc. as recommended by the Center for Disease Control. Workers with a medium risk of exposure (i.e. bus drivers and educators with unusually high student contacts) will be provided with a combination of N-95 masks, gloves, face masks, and/or face shield or goggles. Workers deemed high risk that may involve aerosol generation or bodily fluid generation (nurses, some special educators, early childhood educators, etc.) be provided with an N-95 mask or respirator, nitrile gloves, disposable gowns, face shields and goggles. Nurses may choose to wear scrub tops and bottoms and lab coats as opposed to professional dress. All employees will be provided with required training in the use of PPE.

**Ventilation**

School-based facilities staff will ensure classroom windows are operational. Classroom windows will be kept open to ventilate with outdoor air as much as possible, even if it requires allowing students to wear jackets in somewhat cooler temperatures.

The HVAC system will be activated 1 hour prior to any occupants arriving at the building. HVAC fans will run continuously within the building while it is occupied. Return grills and registers are to remain open. Outdoor air intake and controls will be set at the maximum level and cleaned regularly to prevent obstruction. The highest efficiency filter (at least a MERV 13 filter) will be used. The Chief Facilities Manager will verify proper ventilation in all buildings, classrooms and offices. The E.L. Barrett Company will conduct a full audit of the HVAC systems in all buildings. Their reports will identify any corrections needed which will be completed prior to the opening of each building for any in-person or hybrid learning. Concerns about ventilation are to be reported to the building principal. Additional updates will be made as research supports.

Free standing fans are not to be utilized in a group setting as they blow air from one person past another. Hot weather needs to be dealt with in buildings/areas without AC if they’re going to be used. Masking in rooms over 85 degrees is unrealistic. Closing areas and designating spaces for rooms which are too hot is necessary. Cooling breaks may be helpful in some circumstances.
Food Services

Students shall bring lunch / breakfast or receive individually plated or pre-boxed meals in the classroom. Disposable dishes, paper products and utensils will be used and disposed of into a lined container using appropriate PPE. Additional housekeeping will be provided surrounding meals. Unfortunately students cannot be permitted to talk while masks are off, including for lunch, to avoid spreading respiratory droplets. Movies or music should be played to provide some degree of entertainment at these times.

Isolation Room

Each principal will designate an isolation space with the school building and designate a staff member to supervise the room when it is occupied. Protocols for entering the isolation room will be directed by the nurse and defined by the Board of Health and DESE regulations. When identified, staff or students with COVID-19 symptoms or diagnosis will trigger specialized care and formalized responses.

Cleaning

Custodial staff and cleaning crews will conduct routine cleaning daily at each school. Deep sanitation will occur after dismissal on Fridays and over the weekend. Principals will work with custodians to develop plans to clean door handles, high touch surfaces and high traffic areas multiple times throughout the school day. Cleaning supplies will be made available for teachers to spot clean and will be replaced at their request. Cleaning schedules for teacher or student areas between movements will be developed and implemented at each school site.

Safety Drills

All required safety drills will be conducted with efforts to maintain 6 foot social distancing.
TRANSPORTATION

Bussing services for full-time in-person or hybrid learning models are available to the following students:

- Students living within Revere, who are more than two miles from their assigned school, will be guaranteed bus service
- Extreme distances within the city—North Revere, Beachmont, and Oak Island/Point of Pines—will be provided with bus service
- Students whose Individual Education Plans indicate transportation services to ensure access to the least restrictive environment, or
- Students with documented high needs, such as homelessness, foster care or congregate care.

A new transportation schedule will be communicated to families in advance of the first day of school. This new schedule will outline available stops for students who are engaging in in-person learning time. Families will be required to register for bus services and will be committed to these services until a date to be determined by the district. This registration will allow for students to be scheduled with a “stable group” of passengers and staff to support needed contact tracing.

The district will be utilizing 77 person and 71 person busses, reducing capacity for each. General Bussing capacity will be capped at 33% of the official capacity. Each bus will be disinfected after each route.

<table>
<thead>
<tr>
<th>Bus Model</th>
<th>Maximum Occupancy (excluding students who could sit together from the same household)</th>
<th>Percentage of full bus capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>77 person bus</td>
<td>25 student passengers</td>
<td>33%</td>
</tr>
<tr>
<td>71 person bus</td>
<td>23 student passengers</td>
<td>32%</td>
</tr>
</tbody>
</table>

Example Seating on a 77 Passenger Bus
Specialized Bussing includes vans and smaller bus models. For each of these vehicles, the capacity will be capped at 43% of the official capacity. Each vehicle will be disinfected after each route.

<table>
<thead>
<tr>
<th>Bus / Van Model</th>
<th>Maximum Occupancy (excluding students who could sit together from the same household)</th>
<th>Percentage of full bus capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 passenger bus</td>
<td>9 student passengers</td>
<td>31%</td>
</tr>
<tr>
<td>14 passenger bus</td>
<td>6 student passengers</td>
<td>43%</td>
</tr>
<tr>
<td>10 passenger van</td>
<td>3-4 student passengers</td>
<td>40%</td>
</tr>
<tr>
<td>8 passenger van</td>
<td>2-3 student passengers</td>
<td>38%</td>
</tr>
<tr>
<td>7 passenger van</td>
<td>2 student passengers</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Bus Regulations**

- All riders, including drivers and staff, are required to wear masks at all times.
- Each student is sitting in an assigned seat alone, unless sitting in an assigned seat next to a sibling or family member from the same household.
- Seat assignments will be based on the order of pick-up.
- The first students picked up are assigned to the furthest seats towards the back of the bus to avoid passing other students.
- Riders are to sit facing forward.
- Attendance and seat assignments on general and specialized transportation will be monitored by a bus monitor.
  - Attendance will be reported to the school each day.
- Upon arrival at school, only one bus will be permitted to unload at a time to avoid clusters of students.
- Bus drivers will direct the loading of the bus one student at a time with those getting dropped off last sitting in assigned seats at the rear of the bus.

*Students not adhering to the behavior expectations may become ineligible for transportation services.*