

Revere Public Schools



RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

2020-2021 School Reopening Plan

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TEAM PARTICIPANTS

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!

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TEACHING AND LEARNING (Across Three Models)

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 Revere Public Schools 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. Whenever possible, students will be grouped in cohorts with the same group of teachers. This will allow for educators to collaborate on curriculum (in their subject area and across contents). It will also allow for educators to work together to address students' social and emotional needs collaboratively. 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. Educators will be provided with training on providing feedback, supporting SEL, grading in a standards-based system prior to the start of the year and throughout the course of the year.

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 students, 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.

If and when there are transitions between models (i.e. from remote to hybrid) the district will give educators and families as much notice as possible. Some decisions (i.e. from hybrid to remote) may happen with shorter notice based on public health data.

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 Revere Public Schools 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. Specific expectations for synchronous learning (including etiquette, attendance, schedules etc.) will be shared with parents, caregivers and students in mid-August. 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.

Potential Draft Schedules

Below are potential draft schedules for Elementary, Middle, and High school grades. Please note that these are just drafts to help parents, students, and staff envision their potential school day. Specifics are subject to collective bargaining between the School Committee and various unions. Negotiations are underway.

Potential Schedule Draft for Elementary Schools:

SAMPLE ELEMENTARY SCHEDULE									
	8:30 - 9:30	9:30 - 10:10	10:15 - 10:55	11:00 - 11:40	11:40 - 12:20	12:20 - 12:40	12:40 - 1:15	1:15 - 2:00	2:05 - 2:45
Kindergarten	Whole Group Meeting I	Small Group I	Small Group II	Small Group III	Special/Teacher Prep	LUNCH	Asynchronous Learning Small Group	Whole Group II	Teacher PLG
Grade 1	Whole Group Meeting I	Small Group I	Small Group II	Small Group III	Asynchronous Learning Small Group	LUNCH	Whole Group II	Special/Teacher PLG	Teacher PLG
Grade 2	Whole Group Meeting I	Teacher Prep	Small Group I	Small Group II	Small Group III	LUNCH	Asynchronous Learning Small Group	Whole Group II	Special/Teacher PLG
Grade 3	Whole Group Meeting I	Small Group I	Small Group II	Small Group III	LUNCH	Asynchronous Learning Small Group	Special/Teacher Prep	Whole Group II	Teacher PLG
Grade 4	Whole Group Meeting I	Special/Teacher Prep	Small Group I	Small Group II	Small Group III	LUNCH	Asynchronous Learning Small Group	Whole Group II	Teacher PLG
Grade 5	Whole Group Meeting I	Small Group I	Small Group III	Special/Teacher Prep	Small Group III	LUNCH	Asynchronous Learning Small Group	Whole Group II	Teacher PLG

Description Key	
Whole Group Meeting I	Morning Meeting: attendance, SEL support, synchronous instruction, preview asynchronous learning/subsequent work
Small Groups I, II, & III	Homeroom teacher meets with students in small group settings
	Students will receive ELL, Sped, Title I services during one of these blocks
	Small group time could be changed to four 30 min. groups or three 40 min. groups (decisions based on age, needs, etc.)
	Some students will receive all 2 hours of direct instruction from teachers, others may have a combination of asynchronous and small group instruction. ALL students will meet in at least 1 small group setting
Asynchronous Learning/Small Group	Teachers identify most at-risk students to work with during this time while peers work asynchronously
Whole Group II	Content instruction, clarification of misconceptions/misunderstandings, summarizer, etc.

Sample Middle School Student Schedule:

Estimated time	Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes	Advisory Check in				
60 minutes	Asynchronous Work Time (Independent)				
45 minutes	ELA	Social Studies	ELA	Social Studies	Instruction Based on Student Needs Synchronous
45 minutes	Science	Math	Science	Math	Instruction Based on Student Needs Synchronous
30 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
75 minutes	Asynchronous Work Time/Teacher Virtual Office Hours				
45 minutes	Specialist 1 (synchronous)				

Sample High School Student Schedule: In a Hybrid Model, “period” sessions would take place in the classroom for students on their in-person week. Students on their outside-of-school week may choose to do their asynchronous work at that time (or not). Students in both the in-person and outside-of-school weeks can work with the teacher during office hours. In a remote model, “period” sessions would be *synchronously* on-line for all students in the class. Teachers and students would log into their google classroom at the prescribed time and attendance will be taken.

Revere High School Remote DRAFT Schedule					
Time* (Exact Timing TBD)	Monday	Tuesday	Wednesday	Thursday	Friday* (Exact Timing TBD)
60 minutes	Independent, asynchronous work Office hours with teachers	Independent, asynchronous work Office hours with teachers (90 minutes)	Independent, asynchronous work Office hours with teachers (90 minutes)	Independent, asynchronous work Office hours with teachers (90 minutes)	Independent, asynchronous work Office hours with teachers
30 minutes	Advisory				Advisory
45 minutes	Period 1	Period 1	Period 1	Period 1	PLG & Course Alike Planning
45 minutes	Period 2	Period 2	Period 2	Period 2	
30 minutes	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
45 minutes	Period 3	Period 3	Period 3	Period 3	Independent, asynchronous work Office hours with teachers
45 minutes	Period 4	Period 4	Period 4	Period 4	Teacher Prep & Course Alike Planning
75 minutes	Office hours with teachers; Small-group support; Independent asynchronous work				

Sample Seacoast Student Schedule:

Estimated time	Monday	Tuesday	Wednesday	Thursday	Friday
45 minutes Period 1	Advisory	Office Hours	Asynchronous & Independent Work	Asynchronous & Independent Work	Advisory
45 minutes	Period 2				
45 minutes	Period 3				
45 minutes	Period 4	Period 4	Period 4	Period 4	Period 45
30 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
45 minutes	Period 5				
45 minutes	Period 5				
45 minutes	Period 6				
45 minutes Period 7	Asynchronous & Independent Work	Asynchronous & Independent Work	PLG	SWPLG	Asynchronous & Independent Work

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 trained 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. The district will support schools’ plans for professional development on trauma-informed teaching.
- 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 per week model for the both AM and PM Sessions.

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 identified as students with significant or complex instructional needs (i.e., Students in a substantially separate setting like Small Learning Group and Life Skills, Students with Limited/Interrupted Formal Education, Newcomers, and English Learners Level 1-2). High need students are invited to attend in-person learning every day to the extent possible based on health and safety needs. Services, PPE and training will be provided as described above for in-personal 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.

In Hybrid Learning, the half-day Integrated Early Childhood program will be a five-day per week model for AM and PM sessions. AM and PM sessions will run on alternating weeks with remote learning options available for students not attending in-person.

Evaluations would be conducted virtually or in-person. Preference would be for in-person evaluations if they can be conducted safely based on health and safety protocols.

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.

Evaluations would be virtual unless walk-in evaluations can be conducted safely based on health and safety protocols.

PERSONNEL, STAFFING & PROFESSIONAL LEARNING

Certified teachers will be assigned to groups of students upon the completion of family enrollment into the three models for learning: hybrid, remote, all students in school. All teachers will have an assigned schedule including instructional responsibilities, pre-scheduled participation in professional learning groups, daily virtual check-ins with students (that align with in-school schedules as much as possible to avoid overlap especially in middle and high school), collaborative planning, and student/family communication.

Teachers with doctor-verified high-risk medical conditions will be prioritized for remote teaching assignments.

Expectations for performance will remain consistent and rigorous regardless of the assigned learning model and continue to align with Massachusetts Educator Evaluation system.

All personnel will be prepared to pivot between remote, all-in-school, and hybrid at various points throughout the school year.

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. Identify existing staff who can develop online resources for students and teachers who need technology assistance (Zoom, RPS website, database of resources, Google classroom, sharing best practices, reasonable email etiquette).

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 ensure the safety of all.

Remote personnel will be responsible for aligning curriculum to appropriate grade level/course, coordinate zoom calls with remote students, and be responsible for communicating regularly with student caregivers, share all zoom scheduling information with building administration, participate virtually in PLG, and take attendance daily.

Schools will provide a safe space for teachers to work if they are unable to be in a classroom setting.

During hybrid or all-in-school remote weeks, RPS will need contingency plans for if/when any personnel is out (4-5 day waiting period, positive results – potentially 14

days) due to COVID. For example – Short or long term absences due to COVID will be filled by permanent long term substitutes first. If possible, hire at least one additional floating school nurse.

To the extent possible, substitute teachers are to be assigned to work in only one building in order to ensure a safe learning environment.

DESE has provided guidance on extending professional development for teachers and staff for up to 10 days to ensure a smooth transition to learning and to prepare for the expected pivoting between learning modes 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. Staff will be assigned to monitor and assist with arrival and dismissal. 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, hallways, 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. Hand sanitizer stations will not be available in areas not typically supervised through the regular presence of staff.

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. 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. Any student who arrives without a mask, or if a student's mask becomes unusable, RPS will provide the student with a mask. 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.

Definition of a Close Contact

If a student or staff member tests positive for COVID-19, their close contacts will be defined as only those who have been within 6 feet of distance of the individual for at least fifteen minutes, while the person was infectious. The infectious period begins 2 days prior to symptom onset. If someone is asymptomatic, the infectious period is considered to begin 2 days prior to the collection of their positive test.

Policy of When a Close Contact May Return to School

All close contacts should be tested but must self-quarantine for 14 days after the last exposure to the person who tested positive, regardless of test result. After further consultation with the medical community, it has been determined that the virus can cause illness from 2-14 days after exposure and even asymptomatic individuals can transmit the virus. As a result, going forward, even if an individual identified as a close contact receives a negative test result, they must continue to self-quarantine for the full 14 days as the virus may take up to 14 days to cause illness.

Policy of When a Student/Staff May Return to School after COVID-19 Symptoms

1. If a student or staff member has COVID-19-like symptoms, they may return to school after they have tested negative for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications. If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis).
2. If a student or staff member presents COVID-19-like symptoms and chooses not to be tested, they may return to school 10 days from start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours prior to their return to school without the use of fever reducing medication.

Definition of COVID-19 Related Fever

The threshold for a COVID-19 related fever by the Centers for Disease Control and Prevention (CDC) has been updated from greater than 100.4°F to greater than 100.0°F. Going forward, a fever as a COVID-19 symptom will be defined as 100.0°F or higher.

Students Wearing Masks

Masks or face coverings are among the most critical components to reduce the transmission of COVID-19. Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth at all times, with the exception of meals and mask breaks. Whenever possible, students in pre-kindergarten through grade 1 who can safely and appropriately wear, remove, and handle masks should do so. Even if students are spaced six feet apart in classrooms, the use of masks is still required unless students are eating lunch or taking a mask break.

Immunizations Required in All Models of Learning

Previously released guidance emphasized the importance of maintaining school immunization requirements and obtaining the flu vaccine as students return to in-person school. This is equally important for students who are enrolled in remote or hybrid schooling models. Immunization requirements must be met in all models of learning.

Isolation Room

If possible, considering space and staff constraints, each principal will provide individual students with their own waiting room and designate a staff member to supervise the medical waiting room when it is occupied. If more than one student is in the same room at the same time, each student must be 6 feet apart (spaced as far apart as possible) and wearing a surgical mask (non-N95 and non-cloth) while in the medical waiting room. If a student does not already have a surgical mask, the school will provide one. Protocols for entering the isolation room will be directed by the nurse and defined by the Board of Health and CDC regulations. When identified, staff or students with COVID-19 symptoms or diagnosis will trigger specialized care and formalized responses. Surgical masks along with other appropriate safety PPE will be made available to staff members who do not have one in the isolation room.

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 feet of 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.

General Transportation		
Bus Model	Maximum Occupancy <i>(excluding students who could sit together from the same household)</i>	Percentage of full bus capacity
77 person bus	25 student passengers	33%
71 person bus	23 student passengers	32%

Example Seating on a 77 Passenger Bus

● Driver
 ● Student
 ● Monitor *(optional)*

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.

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

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.
- Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- 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.*

DRAFT CALENDAR FOR SCHOOL YEAR 2020-2021

Please note this calendar will be reviewed and updated every six weeks during the COVID Pandemic. Right now, we have calendared through December just to identify days off for students and staff. Other events such as parent conferences are likely to be remote and scheduled by the school or individual teachers.

REVERE PUBLIC SCHOOLS 2020-2021 SCHOOL CALENDAR

DRAFT
8-5-20

This is a district-wide calendar. Consult your child's individual school calendar for additional events, release days, and unique schedules. This calendar will be reviewed and updated every 6 weeks during the COVID Pandemic

H = Holiday/No School **PD**=Professional Development () =Early Release or Half Day * = End of Quarter Δ = End of Trimester **V** = Vac
175 Student Days 185 Teacher Days

1 st , 2 nd , 3 rd Teacher PD No School 4 th No School 7 th Labor Day No School 8 th – 11 th Teacher PD No School 14 th , 15 th Teacher PD No School 16 th First Day for students	AUG/SEPT '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td>P1</td><td>P2</td><td>P3</td><td>4</td></tr> <tr><td>H</td><td>P4</td><td>P5</td><td>P6</td><td>P7</td></tr> <tr><td>P8</td><td>P9</td><td>First Day</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	M	T	W	Th	F	17	18	19	20	21	24	25	26	27	28	31	P1	P2	P3	4	H	P4	P5	P6	P7	P8	P9	First Day	17	18	21	22	23	24	25	28	29	30		
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11 student days

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15 student days

3rd Parent Conferences GMS, RMA, SBA (early release middle schools only)
10th Early Release (All Schools) PD
15th – 19th Vacation **No School**

12 th Columbus Day No School	OCTOBER '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>H</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	M	T	W	Th	F				1	2	5	6	7	8	9	H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
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21 student days

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23 student days

3rd Parent Conferences RHS, SEA (No early release)
17th Early Release (All Schools) PD
25th Parent Conferences all elementary schools (early release elementary schools only)

3 rd Teacher Full PD No School 11 th Veterans Day No School 25 th Half day ALL SCHOOLS 26-27 Thanksgiving No School	NOVEMBER '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td>2</td><td>P10</td><td>4</td><td>5</td><td>6*</td></tr> <tr><td>9</td><td>10</td><td>H</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>(25)</td><td>H</td><td>V</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	M	T	W	Th	F	2	P10	4	5	6*	9	10	H	12	13	16	17	18	19	20	23	24	(25)	H	V	30				
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17 student days

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17 student days

7th Early Release (All Schools) PD
19th – 23rd Vacation **No School**

23 rd Half Day ALL SCHOOLS 24 th – 1 st Vacation No School	DECEMBER '21 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2 Δ</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>(23)</td><td>V</td><td>H</td></tr> <tr><td>V</td><td>V</td><td>V</td><td>V</td><td></td></tr> </tbody> </table>	M	T	W	Th	F		1	2 Δ	3	4	7	8	9	10	11	14	15	16	17	18	21	22	(23)	V	H	V	V	V	V	
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17 student days

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20 student days

5th Early Release (All Schools) PD
31st Memorial Day **No School**

1 st New Year's Day No School 18 th MLK Day No School	JANUARY '21 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>H</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>H</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29*</td></tr> </tbody> </table>	M	T	W	Th	F					H	4	5	6	7	8	11	12	13	14	15	H	19	20	21	22	25	26	27	28	29*
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19 student days

	JUNE '21 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>(9)</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>Last Day</td><td>S2</td><td>S3</td><td>S4</td><td>S5</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	M	T	W	Th	F		1	2	3	4	7	8	(9)	10	11	14	15	16	17	18	Last Day	S2	S3	S4	S5	28	29	30		
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15 student days

9th Early Release (All Schools) PD
23rd Last day if no snow days.
S = Make up snow day