Revere Public Schools
Virtual Town Hall
School re-opening strategies
July 30, 2020
Guiding Principles

- Student and staff safety is our primary concern

- Schools will not reopen for in-person learning unless necessary safety measures are ensured including PPE is in place, all can be situated 6 feet apart, HVAC systems are operating at needed capacity, and social distancing can be maintained at all times during in-school sessions.

- The COVID activity in the City of Revere will guide decisions about when schools are safe to reopen for any in-person learning

- Student social/emotional wellbeing is as important as their academic growth.
A Balanced View of Risk

The decisions around the return to school must reflect a global view of risk. We must balance the risks of COVID-19 infection with in-school learning, with other significant risks to the overall health and well-being of our kids when they are out of school.

**Loss of learning**
Students could return in the fall already behind due to lack of in-person education, with up to 30% less reading learning and up to 50% less math learning compared to gains during a typical school year.²

**Social & emotional impact**
In a US survey, 29% of parents said their children’s emotional and mental health were suffering due to social distancing and closures.² Additionally, 13% of adolescents in the US receive mental health care from their schools, with school being the only source of support for 35% of those children.³

**Reduced detection of child abuse**
Teachers serve as mandatory reporters of child abuse and neglect. Hospitals across the country saw increases in child abuse injuries and deaths that coincided with lockdown orders.⁴

**COVID-19 Risk**
Children under 10 tend to have milder cases of COVID-19 and current research suggests they spread the virus less than adults.⁹ Emerging research indicates that children 10 to 19 may transmit the virus similarly to adults.¹⁰

**Nutritional insecurity**
Some students depend on free/reduced-price meals provided in schools. Estimates suggest there will be an additional 1.2 to 6.8 million food insecure children in 2020 than there were in 2018.⁵

**Loss of parental employment**
Parents may be unable to work if they can’t find childcare options to replace school. Recent research suggests that if schools and daycares remain closed, 17.5 million workers, or 11% of the US workforce, may face major barriers to work.⁶

**Lack of access to essential services**
Across the US, about 1.5 million children have a diagnosed speech impairment and approximately 1 in 54 children have been diagnosed with autism spectrum disorders.⁸ These children, and others that require specialized supports, may have missed speech therapy and critical development services they previously received at school.
Truths...

• There are no certainties in COVID. Plans must be fluid and we all must be ready to shift very quickly.

• Buildings are different, student needs are different, caregiver needs are different, and staff capacities are different. There is no one size fits all solution.

• This is REALLY hard. We will make mistakes. This will not be perfect. We will all learn no matter what.

• We need to work together and collaborate more than ever before. Families and schools must be one team.
Current COVID trends in Revere

- Revere COVID Response Team: Too many people are not following medical guidance – house parties, no masks, large gatherings

%Positive Tests Last 2 Weeks (thru July 29) Minimum 700 cases
Staff and Caregiver Surveys

- Most caregivers (83%) anticipate sending their kids back to school

- Most staff (93%) indicate they will return to work regardless of in-person or remote structures

Data collected 7/9-7/14 and respondents were told their answers were not considered firm and have likely changed... new surveys week of August 10th
Planning Teams

- **Teaching and learning**: including plans for in-person learning, hybrid learning, and remote learning, including technology needs and training

- **Student supports**: including addressing mental health and trauma

- **Personnel and staffing**: including managing staff assignments, supporting staff with high risk medical conditions, addressing the need for possible additional staff to assist with instruction, possible additional needs for tutors, and ways to provide additional support including recruitment of volunteers as needed
Planning Teams

- **Special education, English learners:** and other special student populations

- **Facilities and operations:** including cleaning and sanitation, classroom and building set-up and flow, and food services

- **Transportation:** including bus transportation capacity and safety protocols, management of increased traffic flow from families who decide to drop off/pick up their children, promotion of alternatives such as walking and biking
Planning Team Resources

- Staff and care giver surveys
- Feedback from 6/23 VTH
- Guidance documents from the Parabola Project:
  - Guidance from the MA DESE
  - Guidance from other district reopening plans
  - Team member knowledge and expertise
  - Team member sourced resources
Charge to Planning Teams

Think about how schools may be resumed in three modalities:

- Full in person learning at all times
- Full remote learning at all times
- A hybrid model that encompasses in-school and out-of-school learning

Make suggestions on what this might look like and what we need in place to make it effective and safe
Planning Teams were NOT asked to...

- Decide *how* (which modality) we should open the school year
- Identify what day school will start or what day in-person learning will start
- Describe what in-person learning will look like in each building
- Balance their suggestions with fiscal or budgetary realities
How will we make decisions?

- Caregivers will receive a new survey the week of August 10th and be asked to commit to a format for learning for the start of the year.
- Staff will receive a new survey the week of August 10th and commit to their ability to return.
- These two surveys will be used to determine capacity to satisfy all preference requests or if adjustments need to be made.
- Weekly consultation with the Revere COVID Response Team to understand Revere’s COVID status will inform ability to have in-person learning at the start of the year and ability to maintain that.
Timeline

- The draft plan is on the RPS website for public comment through 8/4. It will also be emailed to caregivers tonight.

- Teams will incorporate feedback as they feel appropriate on 8/5 and 8/6.

- The school committee will review the draft plan, suggest changes, and vote on 8/10.

- Central Office and the RTA will engage in negotiations in the coming weeks.

- A decision announcing the first day of school and the modalities offered will be announced by the school committee no later than August 18th.
**Elementary:** Thoughtfully integrate Social Emotional Learning.

- When students are in school, we will be creative with socially-distanced collaboration.
- Consider opportunities for students to engage in learning w/o technology in any different model (i.e., make sure that students are not on a device all day long).
- Common tech platforms: Google Suite, Flipgrid, Padlet.
- Focus on grade-level Power Standards- use regular formative assessments to identify prior content to revisit “in the moment.”
- Feedback will be key.
- Students will still have opportunities to engage in encore classes (art, music, physical education, etc.).
- Utilize areas outside to provide opportunities for learning.
Teaching and Learning (Matt Costa)

Middle School:

• Strong SEL focus at beginning of the year
• Move to mastery-based/competency-based grading
• Emphasis on power standards
• Move to a detracked model with honors extensions
• Common tech platform: Google Suite
• Considering different ways for students to have fewer courses at a time (i.e., quarterly/trimester)
• Utilize areas outside to provide opportunities for learning
• Consider opportunities for students to engage in learning w/o technology in any different model (i.e., make sure that students are not on a device all day long).
High School:

- Strong SEL focus at beginning of the year.
- Moving toward competency based/mastery-based grading.
- Cohort gr. 9 and gr. 10 students and have some electives fully remote.
- Common tech platform: Google Suite.
- Move to a detracked model with honors extensions. AP courses will remain the same.
- Emphasis on relevance of content, especially for content to be done remotely. This includes working to thoughtfully address anti-racist pedagogy and ideas.
- Consider opportunities for students to engage in learning w/o technology in any different model (i.e., make sure that students are not on a device all day long).
- Increase opportunities for teacher collaboration.
- Utilize areas outside to provide opportunities for learning.
Student Supports (Donna Bonarrigo and Christina Hopley)

- **Building relationships with students and families to strengthen the partnership**
  - Meet with families at the start of the year
  - Identify school and home primary contact and preferred language

- **Monitor and support student engagement and success**
  - Identify students who struggled with remote learning last spring
  - Daily check in with a teacher to gauge social-emotional health, organize the day’s learning, set goals, and problem-solve

- **Support while Learning Remotely**
  - “Ask a Teacher” – educator quickly available to help with academic questions (hybrid model)
  - Tech Help Desk

- **Parent Liaison at each school to direct families seeking resources**

- **School Adjustment Counselor/Social Worker at each building to respond to social, emotional, and mental health needs**

- **School Nurse and a Health Technician at each building to respond to possible COVID-19 cases and to train staff and students in health and safety protocols**
Personnel and Staffing (Janel Kennedy)

- Develop a plan to support high-risk staff
  - prioritize high-risk personnel for remote teaching.
- During hybrid learning weeks (alpha split a/b), schools will have staggered start and end times
  - extra built-in time for teachers to work with remote (alt week) students (project-based work at home), prep, teacher lunch, professional learning time, school based needs
- Permanent full time substitutes assigned to each building
- Cohort students & staff together as much as school schedule allows
Personnel and Staffing  (Janel Kennedy)

- RPS will provide new school safety protocol and technology training to all personnel and students
- District will need contingency plans for coverage if/when any personnel is out (4-5 day waiting period, positive results 14 days)
  
  For example: Short or long term absences due to COVID will be filled by permanent long term substitutes first. Additional floating school nurses needed
Instructional and related services will be provided across all models consistent with students’ Individual Education Plans (IEP). English Learners will receive their ESL instruction services based on their English proficiency levels.

High need students are identified as students with significant or complex instructional needs (i.e., Small Learning Group, Limited/Interrupted Formal Education, Newcomers and English Learners Level 1-2).

Integrated Half-Day Early Childhood will be a 5-day schedule for full in-person and hybrid models.

Families may choose a remote learning option in place of full in-person or hybrid models.
Special Education, English Learners and Early Childhood (Wes Pierce, Joanna Rizzo, Al Mogavero)

Full In-Person
- Push-in/Pull-out Service Delivery Models available
- Clear masks for staff/students working on articulation and language acquisition
- Additional PPE and training by nurses for staff supporting toileting and personal care

Hybrid
- High need students are invited to attend in-person learning every day to the extent possible based on health and safety needs.

Full Remote
- District will provide instructional materials/supplies for use in the remote learning environment for each student with specialized supports.
Facilities and Operations (Joanne Willett and June Krin Rudder)

- **Arrival & Dismissal**
  - Physically distanced & staggered times
- **Building Flow**
  - Limited movement & one way travel
- **Classrooms & Materials**
  - Six foot physical distancing & no shared materials
- **Hygiene**
  - Hand washing & monitored restrooms
- **Masks**
  - Required & an individual responsibility
Facilities and Operations (Carl Svendsen)

- **Ventilation**
  - High air exchange & no blowing droplets
- **Food Service**
  - Boxed meals in classrooms & no talking
- **Isolation Room**
  - Safe location for medical interactions
- **Cleaning**
  - Continuous attention & weekend deep cleanings
- **Safety Drills**
  - Prioritize distancing while learning procedures
Transportation (Seth Novoselsky and Mike Siciliano)

• Students living in extreme areas of the city will be provided general bussing to the center of the city and opposite extremes.

• Students eligible for specialized bussing will continue to receive services.

North Revere

Point of Pines & Oak Island

Beachmont
Transportation (Seth Novoselsky and Mike Siciliano)

- Families must register for general bussing & bus passes will be issued to students
- Students will be assigned to buses & seats by RPS
- General bussing will be capped at 33% capacity
- Specialized bussing will be capped at 43% capacity
- Buses & vans will be sanitized after each route
Bus Regulations

- Masks must be worn at all times
- 1 student per bench – unless seated with family member
- Seat assignments based on pickup order; fill the bus from rear to front – 1st student boarding the bus will sit in the back
- Must sit facing forward and remain in seat at all times
- Monitors will be on general & special education bussing to ensure compliance
- Only 1 bus at a time will unload at each entrance in the morning to ensure social distancing entering buildings
- Students will unload 1 at a time, single file, beginning with the front seats
- Students not adhering to the behavior expectations may become ineligible for transportation services.
### General Transportation

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

### Specialized Transportation

<table>
<thead>
<tr>
<th>Bus/Van Model</th>
<th>Maximum Occupancy (excluding students who could sit together from 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>
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Additional Planning Team Work

- Defining specifics of what a school day will look like for
  - In-person
  - Remote
  - Hybrid: In-person and out-of-school

- Continuity across grade bands but differences from elementary to middle to high school

School Based Teams:
- Identifying walking and stairwell patterns, food pick-up/delivery, arrival/dismissal, etc.
Thank you!

Please visit www.reverek12.org and click the “Fall Reopening Information” tab to provide feedback.