

Revere Public Schools



RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

The School Committee has voted to transition from Remote Learning to Hybrid Learning Format.

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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 educators to collaborate on curriculum (in their subject area and across contents). It will also allow 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.

Hybrid learning model (our current instructional and learning model for all students)

Our hybrid plan follows a one-week in-person, one week at home model. Students learning in the hybrid model will be assigned to one of two cohorts, which will identify which week they will be learning in-person, and which week they will be learning from home. In general, students with **last names beginning with A through L will be in Cohort A** and students with last names **beginning with M through Z will be in Cohort B**. Siblings* will be assigned to the same cohort so their in-person and at home weeks will be the same. The parents of siblings with different last names that put them in different cohorts should contact their school to make adjustments.

Some students in the hybrid model will be able to attend school both weeks. This is particularly true for some special needs students and English Learner students, but may be available to other students if class size and hybrid requests allow it. Principals will be in touch directly with families for whom this is an option.

To minimize the need to re-assign students to different teachers because they have elected a different learning model (hybrid or remote) from the one they selected in August, students learning in the full remote model may also be assigned to either Cohort A or Cohort B with their peers who are in the hybrid model. These students will “google meet” into their classes at the same times as their hybrid cohort peers.

For example, if Ms. O’Brien’s 4th grade class currently has 26 students, 8 have elected to remain full remote, and 18 have selected hybrid. She may have 7 hybrid students in Cohort A with 5 remote Cohort A students streaming in live and 11 hybrid students in Cohort B with 3 remote Cohort B students streaming in live with on alternate weeks. Their schedules will be similar to this:

	Cohort A hybrid	Cohort A full remote	Cohort B hybrid	Cohort B full remote
WEEK A	Present in classroom	Google Meet all classes	Google Meet some classes	Google Meet some classes
WEEK B	Google Meet some classes	Google Meet some classes	Present in classroom	Google Meet all classes

Students in full remote classrooms where **all** students are fully remote may remain in their current fully remote schedules and see no changes. This is dependent on the school and grade band and is an example of the kinds of specific information principals will share with parents.

Sample schedules for the rest of our students are on the following pages. Please note that these are generalized, sample schedules. Some students will have schedule variations to allow for specialized services such as physical therapy or English Learner support. Those adjustments will be included in the individual student schedules provided by schools.

Sample Elementary School Hybrid Learning Schedule

Schedule Specifics

Arrival: 8:25

Dismissal: 12:40

Breakfast will be served in the classroom

Lunch will be distributed to take home

Afternoon remote class: All students will log on for an afternoon check in from 2:05 – 2:45

ELEMENTARY SCHOOLS		
Sample Daily Schedule for Two Weeks: COHORT A		
<u>WEEK A</u>	<u>IN-BUILDING</u>	<u>ACTION REQUIRED</u>
8:25 - 8:40	Breakfast	Attend School In-person
8:40 - 9:25	Morning Meeting	Attend School In-person
9:25 - 10:30	Block 1	Attend School In-person
10:30 - 11:35	Block 2	Attend School In-person
11:35 - 12:40	Block 3	Attend School In-person
12:40 - 12:55	Transition / Lunch Distribution / Dismissal	In person students leave school
2:05 - 2:45	Remote Block 4	Log-in to Class from Home
<u>WEEK B</u>	<u>AT-HOME</u>	<u>ACTION REQUIRED</u>
8:25 - 8:40	Breakfast	Eat at Home
8:40 - 9:25	Morning Meeting	Log-in to Class from Home
9:25 - 12:40	Remote Learning Block 65-minutes <i>(specific time to be determined)</i>	Log-in to Class from Home
12:40 - 2:05	Break / Lunch / Recess	Eat at Home
2:05 - 2:45	Remote Block	Log-in to Class from Home

Sample Middle School Hybrid Learning Schedule

Schedule Specifics

Arrival: 7:35 a.m.

Dismissal: 12:25 p.m.

Breakfast will be served in the classroom

Lunch will be distributed to take home

Office hours: Tuesdays from 2:00-2:40 p.m. and on department night

Classes will rotate every two weeks so that 2 different classes will take place each 2 week cycle during the at-home week

MIDDLE SCHOOLS		
Sample Daily Schedule for Two Weeks: COHORT A		
<u>WEEK A</u>	<u>IN-BUILDING</u>	<u>ACTION REQUIRED</u>
7:35 - 8:50	Breakfast & Class 1	Attend School In-person
8:50 - 9:25	Advisory	Attend School In-person
9:25 - 10:25	Class 2	Attend School In-person
10:25 - 11:25	Class 3	Attend School In-person
11:25 - 12:25	Class 4	Attend School In-person
12:25 - 12:40	Transition / Lunch Distribution / Dismissal	in-person students leave School
2:40 - 2:55	Virtual Office Hours	Log-in to Office Hours from Home
<u>WEEK B</u>	<u>AT-HOME</u>	<u>ACTION REQUIRED</u>
7:35 - 8:50	Breakfast & Asynchronous Work Time	Eat & Work at Home
8:50 - 9:25	Advisory	Log-in to Class from Home
9:25 - 10:25	Class 5	Log-in to Class from Home
10:25 - 11:25	Class 6	Log-in to Class from Home
11:25 - 12:25	Lunch & Asynchronous Work Time	Eat & Work at Home
2:40 - 2:55	Virtual Office Hours	Log-in to Office Hours from Home

Revere High School Hybrid Learning Schedule

Schedule Specifics

Arrival: 7:35 a.m.

Dismissal: 12:25 p.m.

Breakfast will be served in the classroom

Lunch will be distributed to take home

Afternoon Advisory: All students will log on for an afternoon check in Monday – Thursday from 1:00 – 1:15 p.m. with their advisory

Afternoon Remote Class: 1:20 – 2:40 p.m.

Office Hours: Monday – Thursday 2:20 – 2:40 p.m.

Fridays: Students in their “at home” hybrid week and full remote students log into each class for 30 minutes for check in and updates to prepare for their in-person week.

HIGH SCHOOL			
Sample Daily Schedule for Two Weeks: COHORT A			
Monday through Thursday			Friday
<u>WEEK A</u>	<u>IN-BUILDING</u>	<u>ACTION REQUIRED</u>	<u>ACTION REQUIRED</u>
7:35 -8:55	Breakfast/Period 1	Attend School In-person	Attend School In-person
9:00-10:05	Class 2	Attend School In-person	Attend School In-person
10:10 - 11:15	Class 3	Attend School In-person	Attend School In-person
11:20-12:25	Class 4	Attend School In-person	Attend School In-person
12:25	Dismissal/lunch	In-person students leave school	In-person students leave school
1:00-1:20	Office Hours	Log-in to Office Hours from Home	Log-in to Office Hours from Home
1:20-1:35	Advisory	Log-in to Class from Home	
1:40-2:40	Flex block (Per 1 Monday, Per 2 Tuesday, Per 3 Wednesday, Per 4 Thursday)	Log-in to Class from Home	
<u>WEEK B</u>	<u>AT-HOME</u>	<u>ACTION REQUIRED</u>	<u>ACTION REQUIRED</u>
Before 7:50	Breakfast	Eat at home	Eat at home
7:50 - 12:25	Students log in to one of their classes each day at the scheduled time indicated above (Per 1 Monday, Per 2 Tuesday, Per 3 Wednesday, Per 4 Thursday)	Log-in to Class from Home	Students log in to EACH of their classes for 30 minutes at the teacher designated time to check in and plan for the next week
12:25 - 1:00	Lunch/Break	Eat at home	Eat at home
1:00-1:20	Office Hours	Log-in to Office Hours from Home	Log-in to Office Hours from Home
1:20-1:35	Advisory	Log-in to Class from Home	
1:40-2:40	Flex block (Per 1 Monday, Per 2 Tuesday, Per 3 Wednesday, Per 4 Thursday)	Log-in to Class from Home	

Seacoast High School Hybrid Learning Plan

Schedule Specifics

Arrival: 7:40 a.m.

Dismissal (synchronous): 11:55 a.m.

Because of small class sizes, all students will attend school every day, both weeks

Breakfast will be served in the classroom

Lunch will be distributed to take home at dismissal

Advisory will meet on Wednesdays 5th period.

Class 6 & 7 Asynchronous

Class 6 APEX Class: 12:35 p.m. -1:35 p.m.

Class 7 CAT/ Office Hours: 1:40 p.m. – 2:20 p.m. (except Fridays)

SEACOAST HIGH SCHOOL			
Sample Daily Schedule			
	<u>Monday- Thursday</u>	<u>Action Required</u>	<u>Friday</u>
7:40-7:50	Breakfast	Attend School In-person	Breakfast
7:50 -8:35	Class 1	Attend School In-person	Class 1
8:40-9:25	Class 2	Attend School In-person	Class 2
9:30-10:15	Class 3	Attend School In-person	Class 3
10:20-11:05	Class 4	Attend School In-person	Class 4
11:10-11:55	Class 5 (Advisory on Wednesdays)	Attend School In-person	Class 5
12:00-12:30	Transition / Lunch Distribution / Dismissal (In-person students leave School)		
12:35-1:35	Remote Class 6 (APEX)	Log-in to Class From Home	Remote Class 6 (APEX)
1:40-2:20	Remote Class 7	Log-in to Class From Home	Log-in to office hours from home
2:20-3:00	Virtual Office Hours		home

In-person learning model (we will be implementing in-person learning beginning in May)

THIS SECTION WILL BE UPDATED IN THE COMING WEEKS AS OUR IN-PERSON MODEL BEBOMES BETTER DEFINED.

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.

Remote learning model (some students/care givers have elected this form of learning)

All instruction will be provided virtually. Drawing from the Commissioner's guidance, as well as feedback from staff, students, and families, our Remote Learning model will be rigorous and purposeful with a high degree of accountability compared to last spring.

Attendance will be taken daily and student learning will require student presence daily and active classroom participation during remote learning models.

Our Remote Learning model incorporates both synchronous and asynchronous learning opportunities via a daily set schedule, which allows students to receive direct instruction and feedback from educators. This live work will be supplemented by asynchronous support that can be accessed by students and family members at their convenience.

Student specific schedules have been established and will be communicated to families by principals and teachers during the first week of school. In a Remote Learning model, it is our priority to continue to build, promote, and maintain effective relationships between students and teachers, focusing on the social emotional well-being of our students.

For families who have committed to remote learning for the year

Students who will be engaged in full remote learning for the entire year will be assigned to classes with Revere Public Schools educators. They will engage in the same curriculum and learning opportunities as their peers in all other modes of learning. Feedback regarding student's progress will be provided every two weeks. Students will be provided with a Chrome book and Internet access, as needed.

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 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). If it is not possible to provide services in the school setting, remote services will be provided.

STUDENT AND FAMILY SUPPORTS

RPS seeks to collaborate 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. School personnel, families, and students have been or will be trained in the use of new safety protocols, technology resources and instructional platforms, as school reopens. For staff, much of this training will occur prior to the start of the student school year. For students and caregivers, some of this training will not occur until students re-enter building in a hybrid format. 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 and provide intentional outreach and monitoring of engagement during transition to the hybrid or remote learning models.
- Teachers for remote learning will schedule daily Check-ins / office hours. Students and families may maximize the daily check-in opportunities to seek additional tutoring, counseling support and/or direction.
- Advisory or morning meetings have been built into each student's weekly schedules 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 they attend in-person, remote or hybrid learning.
- Families and students enrolled in the remote learning program will have access to support from the start of school until 3:00 PM, Monday through Friday. All students can visit <https://studenthelpdesk.reverek12.org> to request support. The link to this website will also be a bookmark on every student's Chromebook. If a student needs password assistance, they can call the student-helpdesk call center at 781.333.2096 and wait for the next available technician to assist. If all technicians are busy, students may leave a message with their name and contact phone number and their call will be returned.
- Each school will have a trained Bilingual 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 following bilingual family liaisons are available to support our families:

Estaphany Wixon (Family and Community Coordinator), email: ewixon@reverek12.org

Sue Ryan (SS Sargent Hill Elementary School), email: sryan@reverek12.org

Leslie Clyne-DeCicco (Susan B. Anthony), email: ldecicco@reverek12.org

Khadidja Fridjat (Rumney Marsh Academy), email: kfridjat@reverek12.org

Sandra Figueroa (Revere High School), email: sfigueroa@reverek12.org

Arminda Canas (Paul Revere Elementary School), email: acanas@reverek12.org

Sonia Aguirre (Abraham Lincoln Elementary School), email: saguirre@reverek12.org

Senndy Paz (Garfield Middle School) spaz@reverek12.org

Carolina Ruiz (Beachmont Elementary School) cr Ruiz@reverek12.org

Hoda Ghodbani (Whelan Elementary School) hghodbani@reverek12.org

Ouafa Kinaoui (Seacoast High School), email: okinaoui@reverek12.org

Visit <http://www.reverek12.org/Content2/21424> to learn more about our family liaisons.

- 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 (ELs). ELs 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. 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 AM and PM Sessions.

Both push-in and pullout 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.

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-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.

In Hybrid Learning, the half-day Integrated Early Childhood program will be a five-day per week model for AM and PM sessions. 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.

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. Staff members have developed online resources for students and teachers who need technology assistance (Zoom, RPS website, database of resources, Google classroom, sharing best practices, reasonable email etiquette).

When hybrid or in-person instruction occurs, teachers will be required to move to student groups in classrooms, whenever possible, to reduce traffic in hallways and enclosed spaces. Teachers and students will be placed into cohorts, as much as possible, to ensure the safety for all.

During remote instruction, teachers will be responsible for aligning curriculum to appropriate grade level/course, coordinating zoom calls with remote students, communicating regularly with caregivers, sharing all zoom scheduling information with building administration and students, participating in PLG sessions, and taking attendance daily.

Schools will provide a safe space for teachers to work if they are unable to be in a classroom setting. To the extent possible, substitute teachers are to be assigned to work in only one building in order to ensure a safe learning environment. When possible, permanent substitutes will be used instead of daily substitutes.

The current district calendar is shared on the last page of this guidance. Please note, it will be reviewed periodically throughout the COVID pandemic and updated as appropriate.

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

When we are in a hybrid or in-person mode of learning, 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

When we are in a hybrid learning model, 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 beanbag 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

Freestanding 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. Face coverings, including a) blue disposable surgical masks, which must be replaced daily and cannot be reused or washed, b) fabric masks, preferably at least two layers, and c) face shields along with a surgical masks or fabric masks are allowed in schools. Masks with vents, neck gaiters, and plastic shields alone without a surgical or fabric mask as an alternative to face masks are not permitted in schools. 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, facemasks, 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, bottoms, and lab coats as opposed to professional dress. All employees will be provided with required training in the use of PPE.

Ventilation

The audit of the HVAC systems in all buildings revealed the Revere High School, Garfield, And Beachmont buildings need additional outside airflow than that provided by classroom unit ventilators. Since then, MERV 13 filters have been placed in all unit ventilators in these three buildings, as well as stand-alone air purifiers in each classroom at Revere High School, and now all three buildings meet or exceed the ASHRAE required air exchange equivalence.

The HVAC system will be activated 2 hours 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. MERV 13 filters have been placed in all roof top HVAC units. The Director of Facilities will maintain ventilation programs in all buildings, classrooms and offices. Concerns about ventilation are to be reported to the building principal. Additional updates will be made as research supports. Freestanding fans are not to be utilized in a group setting as they blow air from one person past another. Window fans that do not blow air on individuals are acceptable if the teacher chooses to use one.

Food Services

When we are in a hybrid or in-person mode of learning, 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 per CDC and/or Massachusetts DPH guidelines. Currently, that includes those who have been within 6 feet of distance of the individual for at least cumulative fifteen minutes within a 24 hour period, 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

Students are subject to a quarantine once they have been established as a close contact. In terms of quarantining and returning to school, students who have been determined to be a close contact to a positive person have two options:

- **TESTING Option**
 - A student who is subject to quarantine must remain out of school for 7 full days from the date of last exposure. The student's last day of exposure is considered to be Day 0 and the student can return to school on Day 8.
 - All below must be satisfied:
 - ✓ Student has not had, and does not have, any symptoms;
 - ✓ Student is tested on Day 5 or later via a molecular diagnostic test to detect the presence of the virus;
 - ✓ Student received a negative test result on Day 5 or later and has communicated the result to the school;

- ✓ Student and family continues to monitor for symptoms for a full 14 days.
 - *If the student develops symptoms, the family should contact their health care provider for an additional Covid-19 test.*

- **NON-TESTING Option**

- A student who is subject to quarantine must remain out of school for 10 full days from the date of last exposure. The student's last day of exposure is considered to be Day 0 and the student can return to school on Day 11.
 - All below must be satisfied:
 - ✓ Student has not had, and does not have, any symptoms;
 - ✓ Student and family continues to monitor for symptoms for a full 14 days.
 - *If the student develops symptoms, the family should contact their health care provider for an additional Covid-19 test.*

If a student or their family member has any questions or is in need of guidance or support, please contact the student's school nurse or administration.

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

- **TESTING Option**

- 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.

- **NON-TESTING Option**

- 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. 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).

Definition of COVID-19 Related Fever

The threshold for a COVID-19 related fever by the Centers for Disease Control and Prevention (CDC) is greater than 100.0°F.

Mask Wearing

Masks or face coverings are among the most critical components to reduce the transmission of COVID-19. All students attending school in-person 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. Medical exceptions to this policy should be addressed to the school principal and will be considered on an individual bases.

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

Each principal will provide a 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. 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 must be made available to students and 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.

School Uniform

While we encourage students to wear uniforms, the dress code for the remainder of this school year, 2020-2021, will be relaxed and reinstated in the 2021 – 2022 school year. Students must dress appropriately for school.

Safety Drills

All required safety drills will be conducted with efforts to maintain 6 feet of social distancing.

TRANSPORTATION

Transportation will be available for the following students should the school district revert to hybrid or in-person learning models:

- 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.

Changes to the transportation schedule have been communicated to families in advance and posted [on the district website](#). This new schedule outlines 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 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, based on DESE guidance, students will be limited to 2 individuals per bench. Students who are not registered for transportation services will not be allowed to ride the bus. Specialized Bussing includes vans and smaller bus models. For each of these vehicles, the capacity will be capped per DESE guidelines. Each vehicle will be disinfected after each route.

Bus Regulations

- All riders, including drivers and staff, are required to wear masks at all times.
- Each student is sitting in an assigned seat.
- Seat assignments will be based on the order of pick-up.
- Keep windows open as much as possible 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.
- A bus monitor will monitor attendance and seat assignments.
- Attendance will be reported to the school each day.
- Bus drivers will direct the loading of the bus one student at a time with those being 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.*

CALENDAR THE REMAINDER OF SCHOOL YEAR 2020-2021

APRIL '21				
M	T	W	Th	F
			1	2
5	6	7	8	9*
12	13	14	15	16
H	V	V	V	V
26	27	28	29	30

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

17 student days

MAY '21				
M	T	W	Th	F
3	4	(5)	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
H				

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

20 student days

JUNE '21				
M	T	W	Th	F
	1	2	3	4
7	8	(9)	10	11
14	15	16	17	18
Last Day	S1	S2	S3	S4
S5	29	30		

9th Early Release (All Schools) PD
21st Last day if no snow days
S = Make up snow day

15 student days

Please note dates highlighted Green are early release days for students so that staff may engage in professional development.

Parent conferences will be remote and scheduled by the school or individual teachers.