

Revere School Committee Meeting Agenda
March 21, 2023

A Regular Meeting of the Revere School Committee will be held on **Tuesday, March 21, 2023 at 6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join.

<https://us02web.zoom.us/j/89019634127?pwd=Sks0WnZGNmJuR0NTamR2S1p6SktHdz09>

Passcode: 877992

Watch on Revere School Committee YouTube

<https://www.youtube.com/c/revereschoolcommittee>

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
3. Consent Calendar (vote required)
4. Student Representative Report
5. Public Speak
6. Superintendent Report
 - a. Engineering Deeper Learning – Garfield Elementary School (Strategic Initiatives: 2.2, 3.2, & 6.4))
 - b. SBA Interventions (Literacy & Math) (Strategic Initiatives: 6.4)
 - c. Special Education Reorganization – Dr. Richard Gallucci
 - d. Lottery
 - e. Budget Update on ESSER II and III Grants
7. HEARINGS (None)
8. Report of the Sub-Committees
 - a. Report of the Health and Special Education Sub Committee
9. Motions
10. Old Business
 - a. Update from Dr. Kelly on the Possibility of a Female SRO
11. New Business
12. Executive Session
13. Adjournment

Note: The listed agenda items are those that are reasonably anticipated by the School Committee to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

File: BEDH

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the commonwealth of Massachusetts.

The Revere School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of Revere Public Schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the Revere school community on matters within the scope of their authority. These matters include the budget for the Revere Public Schools, the performance of the Superintendent, and the educational goals and policies of the Revere Public Schools.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted consistent with state and federal free speech laws:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives who have signed up to speak will be invited to address the Committee during its 15-minute public comment period, which shall be known as Public Speak. Public Speak shall occur prior to discussion of Agenda items, unless the Chair determines that there is a good reason for rearranging the order at a public meeting that is unrelated to deterring participation in Public Speak.
2. All speakers are encouraged to present their remarks in a respectful manner.
3. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.
4. Public Speak shall concern items that are not on the School Committee's agenda, but which are the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Revere Public Schools, or the performance of the Superintendent.
5. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or

more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material. No more than six (6) speakers will be accommodated at any individual meeting.

6. Large groups addressing the same topic are encouraged to consolidate their remarks and/or select a spokesperson to comment at Public Speak.
7. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis Revere Public Schools of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee by telephone or email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.
8. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/or to the extent, they exceed the scope of the School Committee's authority.

Disclaimer: Public Speak is not a time for debate or response to comments by the School Committee. Comments made at Public Speak do not reflect the views or the positions of the School Committee. Because of constitutional free speech principles, the School Committee does not have the authority to prevent all speech that may be upsetting and/or offensive at Public Speak.

SOURCE: MASC
Amended by Revere School Committee: March 2019

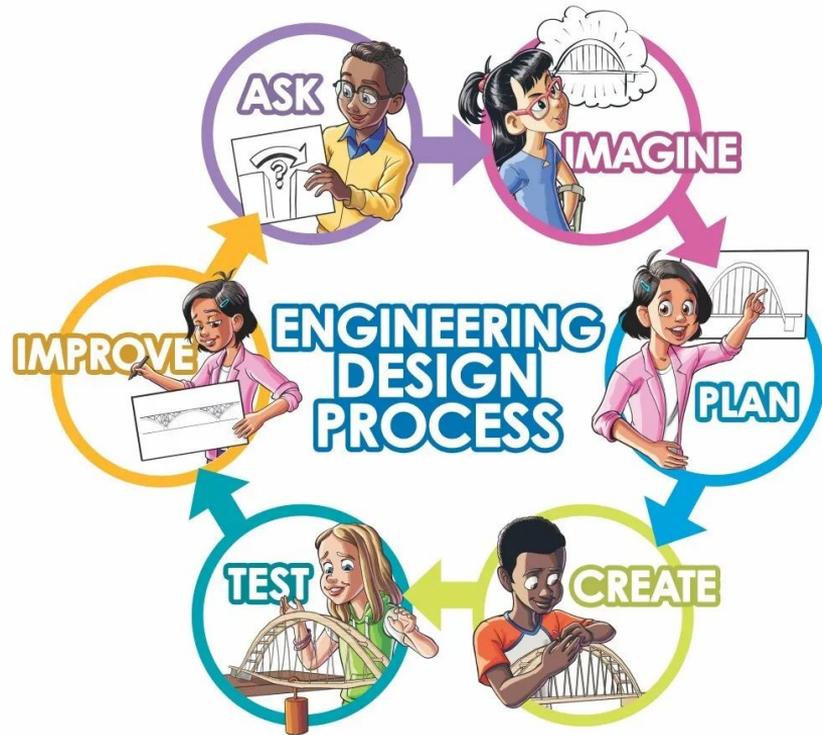
Garfield
Elementary

Engineering Deeper Learning

Lorna Vaughn



What is the Engineering Design Process?



Problem Solving

There are endless solutions to any problem. There are endless problems too.



Habits of Mind

Failure is part of the process. Keep trying.



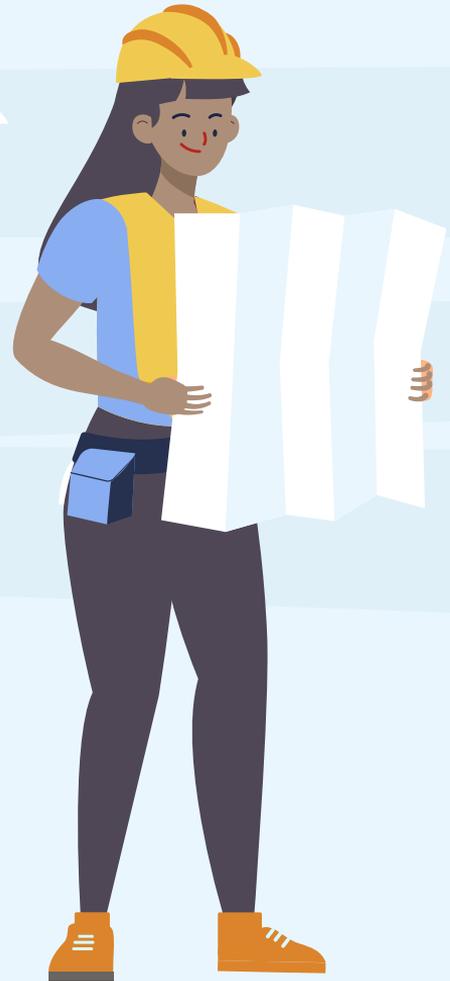
Hands-On

It allows all students to shine despite IEPs or language differences.

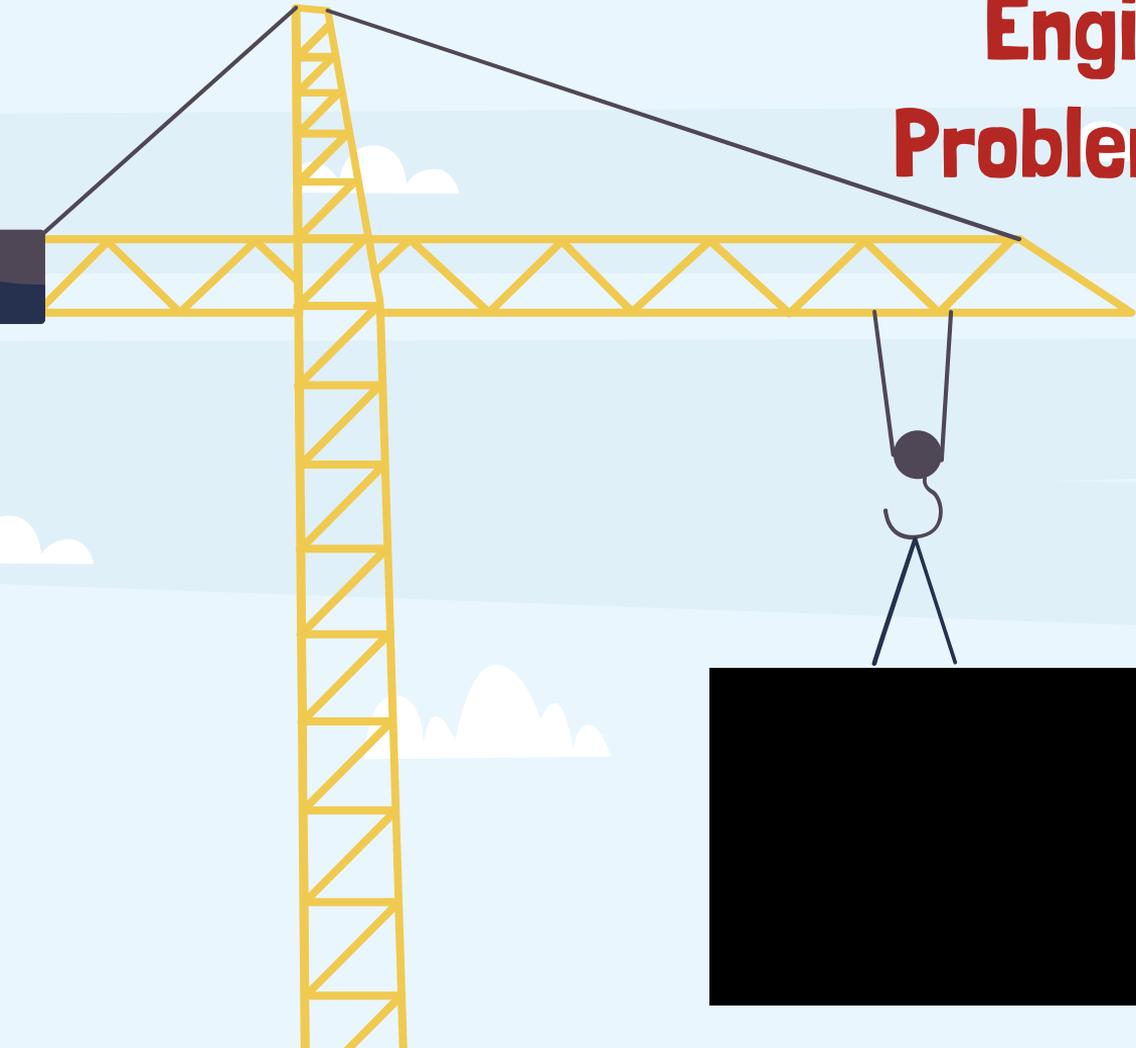


“If you haven’t failed yet, you haven’t tried anything.”

- **Reshma Saujani,
Lawyer, Politician,
Founder of Girls Who Code**



Engineering and Problem Solving with K-2

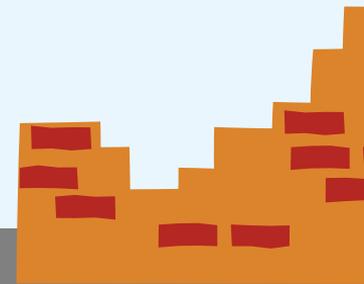
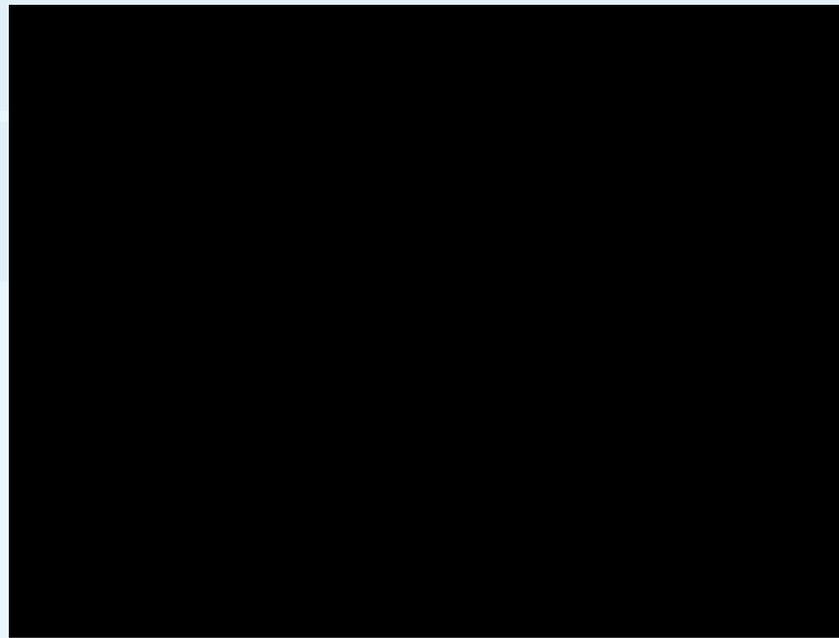


“To succeed in this new information-based and highly technological society, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past.”

– National Science Foundation



Engineering with 3-5

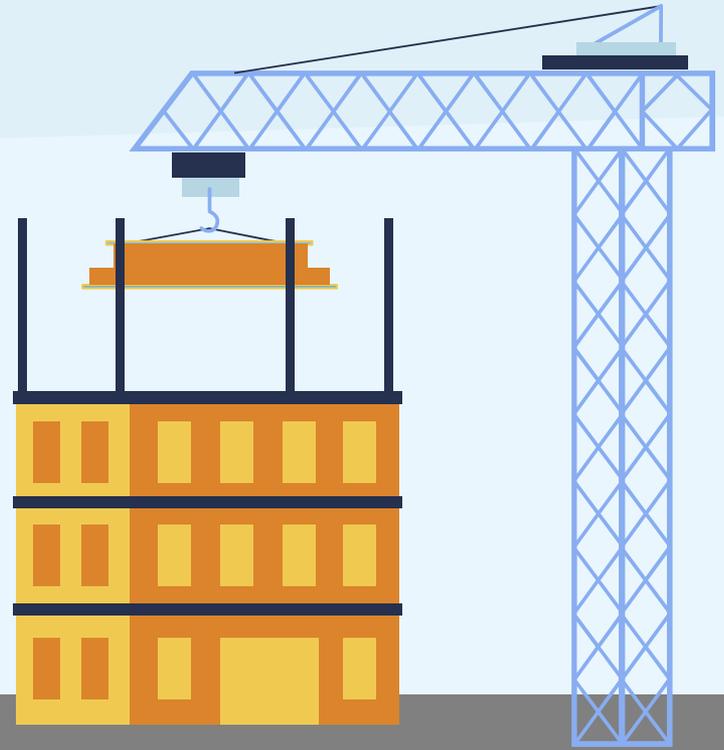


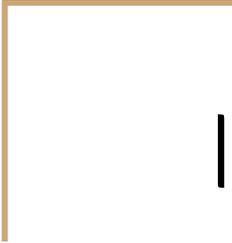
Thank you!

Do you have any questions?

Lorna Vaughen

Garfield Elementary





Intervention
at SBA:
Math and Literacy

2022-2023



School Committee Presentation

Goals	To be highlighted
<p>To give an overview of our Intervention program</p> <ul style="list-style-type: none">● Explain our WHY● Explain HOW we've designed it● Explain what's working (share student growth stories/data)● Describe ideas and plans for next year	<ul style="list-style-type: none">● Number of Intervention staff (3 full time, one .4 position)● Purchasing of the appropriate number of RI licences for the district● Support and collaboration from elementary coaches (site visit) *Vertical alignment of SIPPS into● Increased school/home communication re: literacy

Presentation Objectives

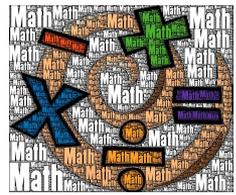
- To share an overview of our intervention programs
- To highlight some new and responsive changes made to the reading intervention program

Writing Intervention

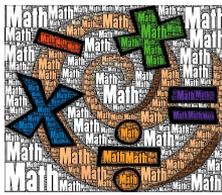
What, when & how...

I think there's probably a lot of overlap with the what, when & how section for math on slide 5... wondering now if we should combine those bullets as an overall summary for writing/math???

- Data points/criteria for placement:
- MCAS (writing) scores
 - Recent writing assessments
 - Classroom performance
 - Teacher input/recommendations



Math Intervention

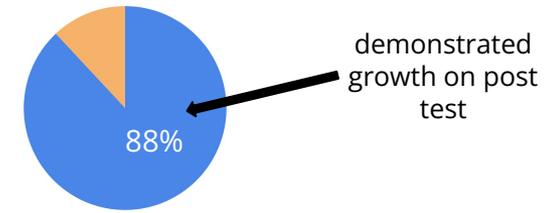


What, when & how...

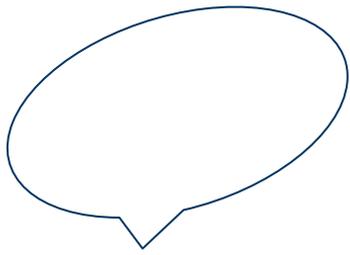
- ➔ Small group math support provided in pull-out classes with two Math interventionists
- ➔ Each trimester, Math intervention is provided at two grade levels
- Data points/criteria for placement:
 - ➔ MCAS scores
 - ➔ District Assessments
 - ➔ Common Summative Assessments
 - ➔ Teacher input/recommendations
- ➔ By June, approximately 200 SBA students will have received small group math support

Progress, results & looking ahead...

- ➔ Pre & post tests assess prerequisite skills for upcoming grade level material
 - personalize instruction to support students in accessing grade level content

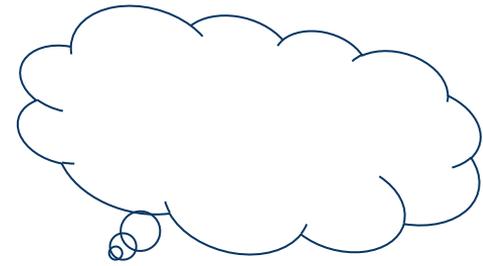


- ➔ Looking ahead...
 - use pre-tests as another data point for student placement
 - add a 3rd math interventionist to provide year long support at every grade level



Student feedback

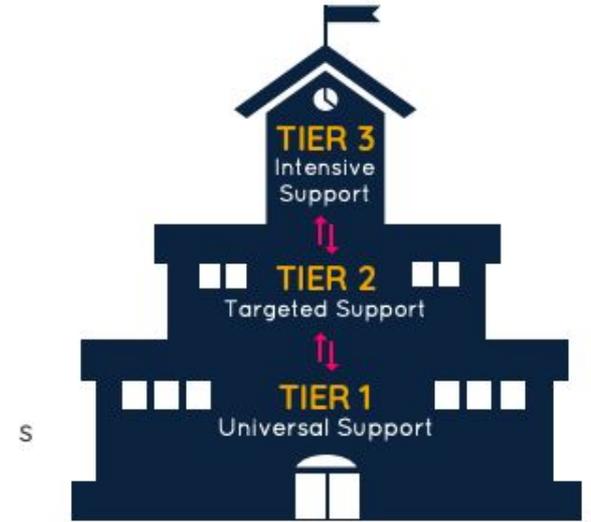
Writing & Math Intervention



- ★ *"It helped me a lot since I was able to learn a lot more about topics that were previously difficult for me to learn, and I feel more confident in math class when doing an activity or an exam." (Math)*
- ★ *"I am so much better at writing my reasoning. This class helped my reasoning skills a lot because I can use different ways to explain things." (Writing)*
- ★ *"It has helped me with how to solve math problems more efficiently and easily. Before I came to this class I had trouble with the understanding of some of the work I was given in my Math class. But then once I came to this class little by little I worked my way up and this class has helped/taught me a lot of amazing things that I never thought I could accomplish." (Math)*
- ★ *"I got more confident at writing and write a lot more now." (Writing)*
- ★ *"It help me gather better thoughts for my reasoning. This class really helped me with reasoning. It made me a stronger writer in general." (Writing)*

Why

- Data has shown consistent student needs in reading without much growth over time
- Long term commitment to improving literacy instruction at SBA
 - Work with UDL
 - MTSS Literacy Academy 2018-2021
- District collaboration with GLEAM
 - Evaluate and improve our tiered literacy approaches
 - Strengthening Tier 1 with more common, rigorous resources

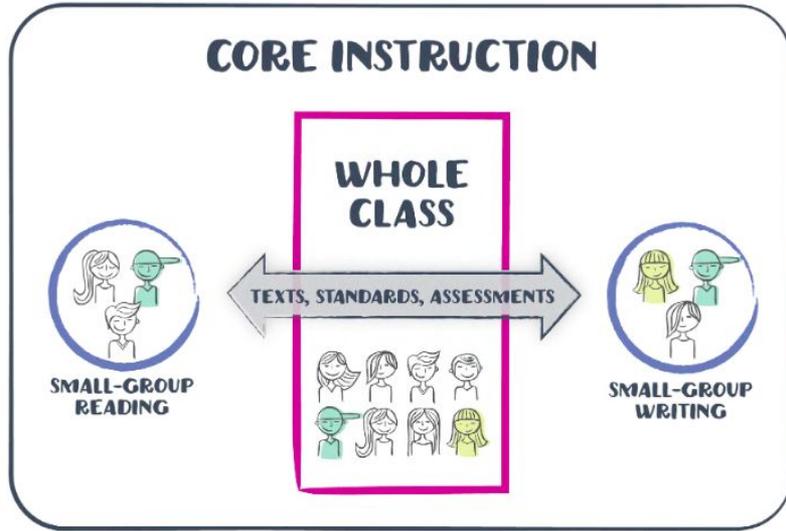


GLEAM
Growing Literacy Equity Across Massachusetts

HOW-Structural Changes

- Number of Intervention staff (4 Literacy Interventions, 2 Math interventionists)
- Purchasing of the appropriate number of RI licences for the district
- Alter the master schedule...

CLASSROOM STRUCTURE TO SUPPORT DIVERSE LEARNERS



Tier 2 are serviced in the classroom with collaboration between ELA Interventionists and ELA teachers

FOR STUDENTS WHO PERSISTENTLY STRUGGLE



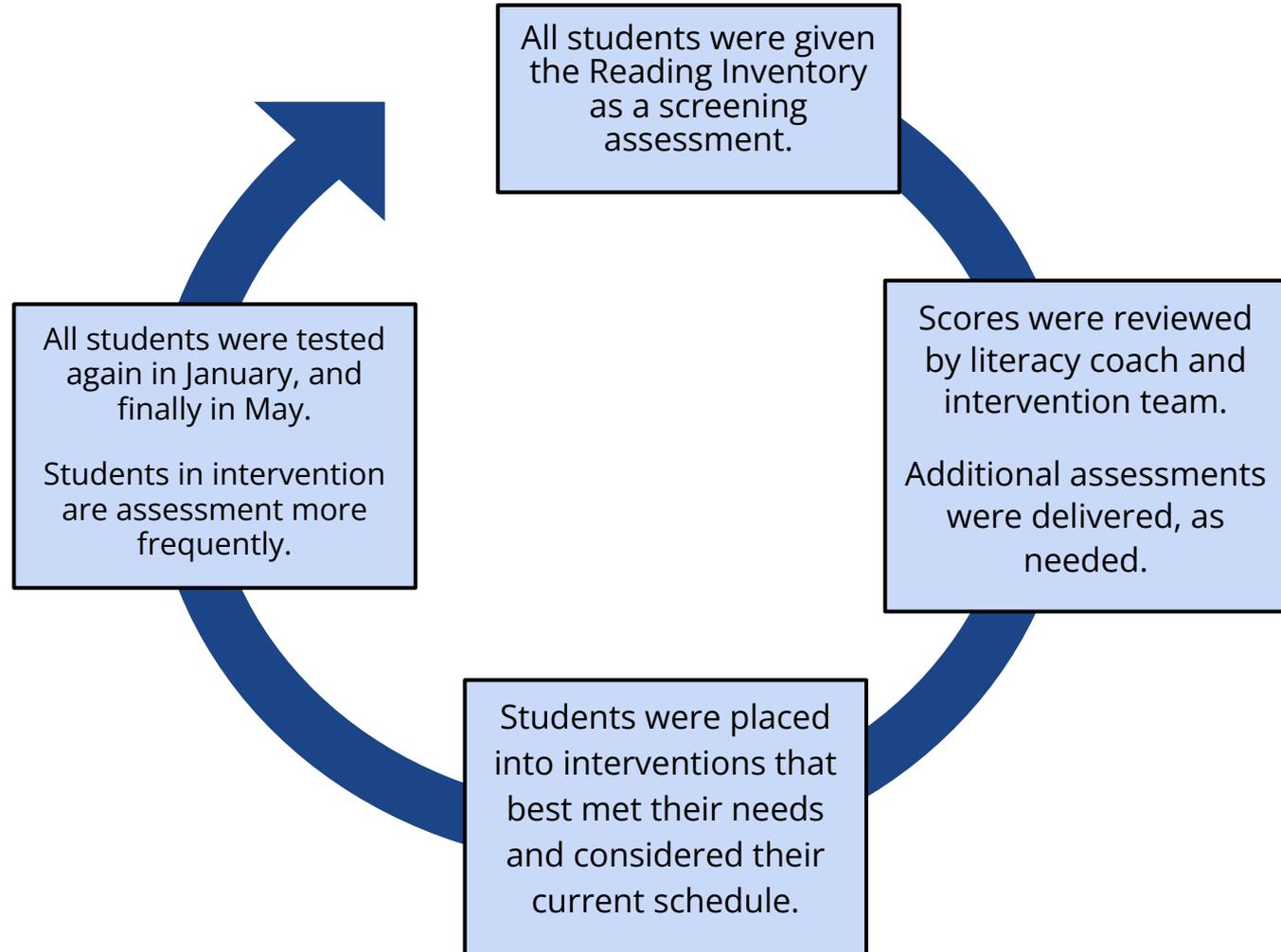
- > INTENSIVE INTERVENTIONS FOR SMALL GROUPS OR INDIVIDUALS
- > POSSIBLE IDENTIFICATION FOR SERVICES



Tier 3 are serviced in pull-out classes with the ELA interventionists

PGT Structures?

Data Cycle?

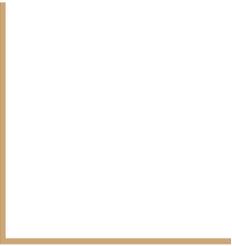


Tier 3: Reading Intervention Paths and Monitoring

Path	Entrance Criteria	Progress Monitoring Plan	Exit Criteria
Comprehension	Students who have scored below the 700L range on Reading Inventory with consideration to a student's growth over the previous school year.	Students take the RI at the midpoint of each trimester	Achieve a Lexile Score over 800L or show growth of 200+ Lexile points ELA Teacher and Interventionist Feedback
Phonics	Students who have scored below 600L on Reading Inventory	Students take the RI at the midpoint of each trimester Students are given the DIBELS Oral Reading Fluency progress monitoring passages at least every two months SIPPS built-in assessments	Achieve a Lexile score in the high 700s Successful completion of SIPPS Assessments ELA Teacher and Interventionist Feedback

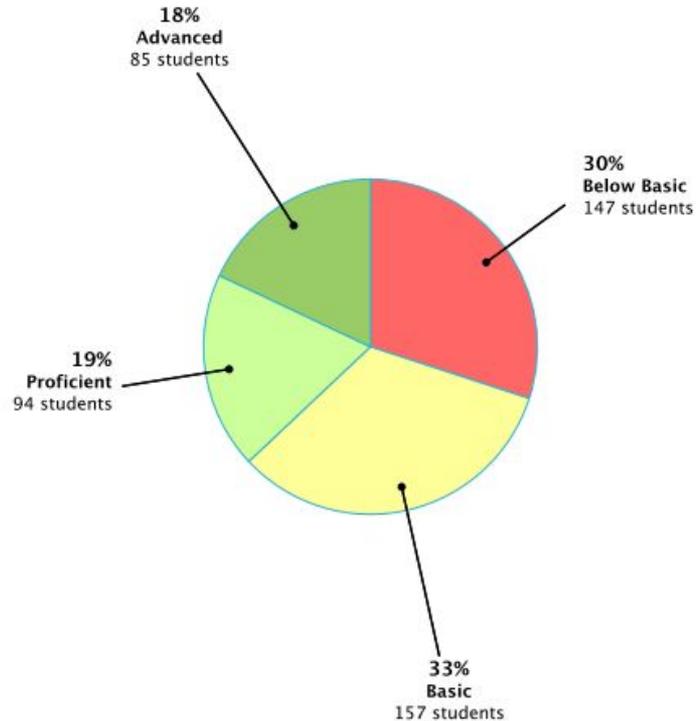


So..... Is it working? Heck yes, kinda.

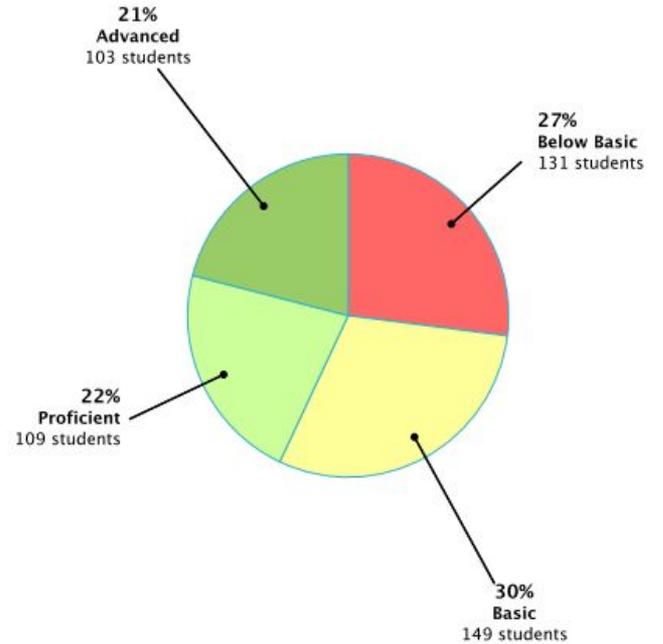


Schoolwide Lexile Growth So Far

Fall



March



Tier 3 Intervention Growth So Far

Phonics Path:

-
- Average Growth So Far: 116L
- Students Exited: 2?

Comprehension Path:

- Met Growth Goal for the Year in Jan: 44%
- Average Growth: 90L
- Students Exited: 3?

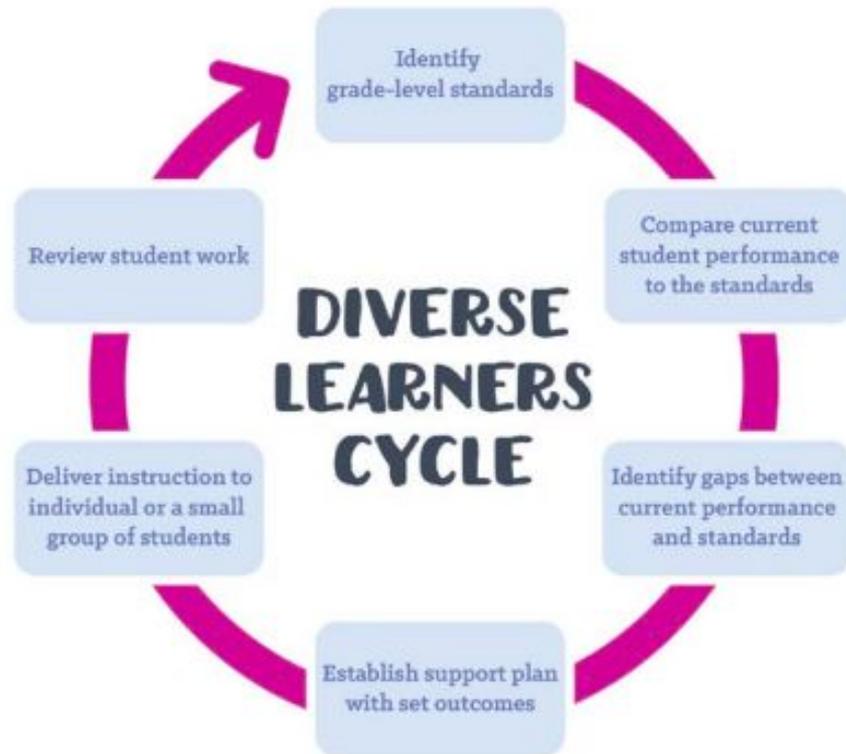
What's Next?

Spring 2023

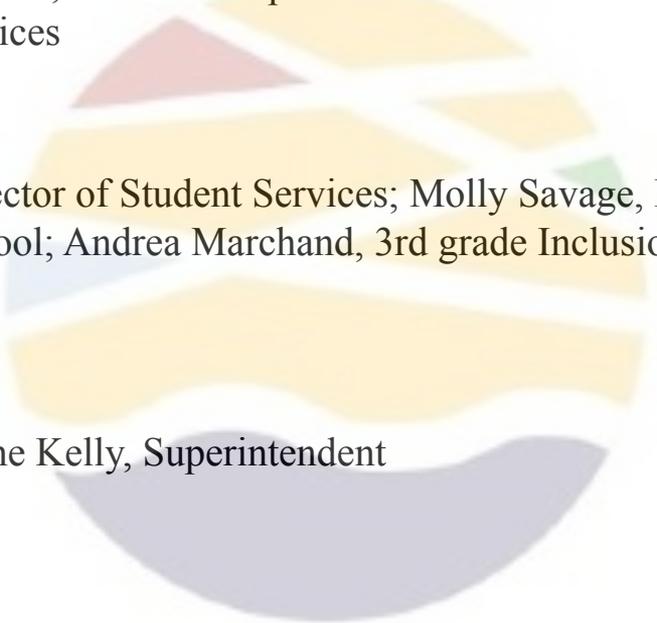
- Reading Inventory Spring Benchmark
- Make Fall 2023 reading groups with increased intentionality

Next year, we will continue to:

- Support and collaborate with ELA teachers for Tier 2 instruction
- Streamline our process of fluid placement in interventions
- Increase communication between teachers and interventionists through Diverse Learner Cycles



Special Education Reorganization

1. **Framing:** Dr. Richard Gallucci, Assistant Superintendent & Mona Ford Walker, Resident & Interim Co-Director of Student Services
 2. **Process:** Joanna Rizzo, Director of Student Services; Molly Savage, Kindergarten SLG Teacher, ASD - Beachmont Elementary School; Andrea Marchand, 3rd grade Inclusion Teacher - Hill Elementary School
 3. **Future Planning:** Dr. Dianne Kelly, Superintendent
- 

Working Group Steering Committee Members

Dianne Kelly, Superintendent

Dr. Richard Gallucci, Assistant Superintendent

Mona Ford Walker, Interim Co-Director of Student Services

Joanna Rizzo, Co-Director of Student Services

Nicole Cascetta, Evaluation Team Leader - A.C.Whelan School

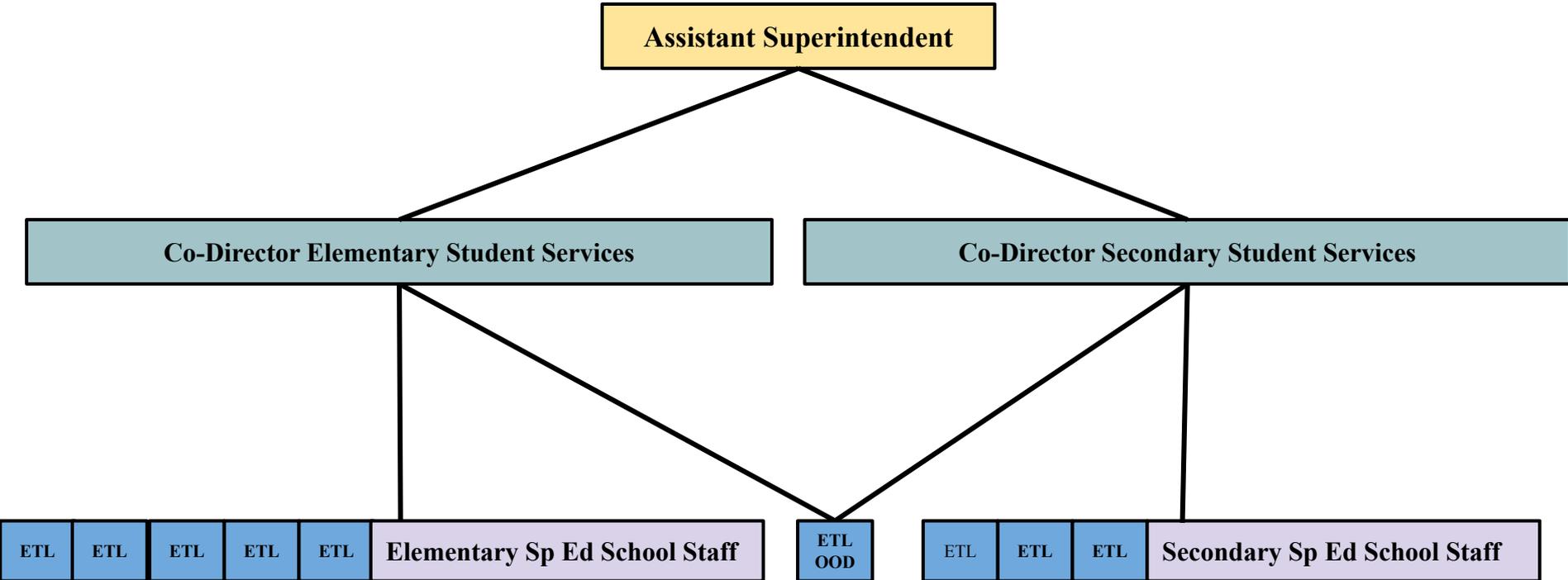
Robin Friedman, Evaluation Team Leader-Revere High School, Rumney Marsh Academy

Molly Savage, Kindergarten SLG Teacher, ASD Track, Beachmont Elementary School

Andrea Marchand, 3rd grade Inclusion Teacher, Hill Elementary School

Sara Hoomis-Tracy, Principal, Lincoln Elementary School

Current Structure



*some ETLs are split between Elementary and Secondary based on current needs

Proposed Structure

Assistant Superintendent

Executive Director of Special Education and Student Services

Co-Director Elementary Student Services

Co-Director Secondary Student Services

SPED Coach SPED Coach SPEC SPEC SPEC SPEC SPEC SPEC SPEC

Transition Coordinator OOD SPEC

SPEC SPEC SPEC SPEC SPEC

SPED Coach Middle SPED Coach High

Elementary Special Ed School Staff

Secondary Special Ed School Staff

Community Meetings

Meeting #1: 2/7

- Analysis of current Special Education Department
- ETL visioning
- Liaison visioning



Meeting #2: 2/14

- Organizational structure visioning



Meeting #3: 3/7

- Finetune organizational structure
- Program visioning



Community Meetings

Who attended?

We had about 75 participants:

- Special Education Teachers
- Related Service Providers
- ETLs
- General Education Teachers
- Administrators
- Paraprofessionals

What feedback did we receive?

“After attending the re design meetings I am optimistic and grateful staff voices were respected when zooming in to assess and redesign special education structures in Revere.”

- Kate Malone, RPS Occupational Therapist

"During these meetings I felt heard and seen. I also felt like I was in a safe space to voice my concerns, opinions, and both positive and negative feedback. Going forward, I would be interested in what the facilitators decided were the major takeaways from these meetings and what would be likely to come from the meaningful conversations we all had. Special Education is a priority and meeting the needs of our most vulnerable students should be at the forefront."

- Emily DeLauri, RPS Special Education Teacher

DRAFT Job Descriptions



<https://docs.google.com/document/d/16hyXkyBxvsY0wgSLkTKuNv1hSoAk-r9VrPQQnKFpGo0/edit?usp=sharing>

Parent Testimony About School Psychologists

“Dr. Andronikos worked collaboratively with me and Jaidus’s teachers to determine a suitable learning and support plan for him. During the re-evaluation meeting she was kind hearted, knowledgeable, and explanatory. I was impressed with her understanding of Jaidus’s personality, behavior, and intellect. Based on her feedback and accurate personality description of Jaidus, I knew she had a solid grasp and was able to get through to him. Jaidus met with Dr. Andronikos only a few times and for her to have such a complete understanding of him it’s quite impressive. When I asked Jaidus about Dr. Andronikos aka Dr. A, he spoke highly of her stating that she is nice and fun.”

“Through observation and tests administered, Dr. Andronikos identified his needs and provided helpful recommendations to accommodate those needs. Her psychological evaluation report on Jaidus was detailed, categorized and comprehensive. The test I found most interesting was the Vineland Adaptive Behavior Scales. It was intriguing to see his teacher’s perception vary from mine. It gave me a better understanding of Jaidus’s behavior in the classroom in comparison to his behavior at home. His Intelligence Scale was assessed and measured with diligence and her interpretation of the results were descriptive and informative. Dr. Andronikos’s expertise, insight and dedication will help Jaidus and other students succeed academically and behaviorally.”

~ Cherlyn Ramirez, parent of a RHS kindergarten student