

**Revere School Committee Meeting  
January 19, 2021**

A Regular Meeting of the Revere School Committee will be held on **January 19, 2021 at 6:00 PM via Zoom Webinar.**

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

Please click this URL to join.

<https://us02web.zoom.us/j/83042057012?pwd=RXRURmtBUVl4ZndEQVR2U3l3QXh4Zz09>

Passcode: Z6rS0s

**REGULAR MEETING:**

1. Pledge of Allegiance/Call to Order
2. Public Speak
3. Recognition
4. Superintendent's Report
  - a. Special Education Presentation – Instruction, Evaluation, Engagement and Student Services
  - b. RHS Presentation – the Writing Center
  - c. Flu Vaccine update
  - d. New RHS School Building Update
  - e. Spring School Calendar
5. Student Representative Report
6. Consent Calendar (vote required)
7. Report of Sub-Committees
  - a. Report of the 2021 Sub-Committees
8. Old Business
9. New Business
10. School Committee Interests
11. Motions

A motion is made by Stacey Bronsdon-Rizzo to contract with MASC's Policy Twenty-One. This Service would allow our District's policies to be easier to access for our teachers, parents and community. Policy Twenty-One would also allow our policies, as they are amended and adopted to be updated faster.

12. 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 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 our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

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:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chairperson shall determine the length of the public participation segment.
2. Speakers will be allowed three (3) minutes to present their material. The presiding Chairperson may permit extension of this time limit.
3. Topics for discussion must be limited to those items listed on the School Committee meeting agenda for that evening.
4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chairperson may terminate that individual's privilege of address.

5. All remarks will be addressed through the Chairperson of the meeting.
6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.

SOURCE: MASC



# Meeting the Needs of Students with Disabilities in a Remote Setting

2020-2021



Joanna Rizzo, Director of Student Services, PreK-5  
Wesley Pierce, Director of Student Services, 6-Post Grad  
Jaqualine Roy, Special Education Teacher  
Catherine Malone, Occupational Therapist

# Agenda

- ❖ Response to Remote Learning
  - Collaboration
  - Engagement
  - Special Education Evaluations
- ❖ Remote Learning from the Educators' perspective
  - Learning Platforms
  - Schedules
- ❖ Follow-up questions

# Response to Remote Learning

- ❖ Staff Collaboration
  - Professional Learning Groups (PLG)
    - Individualizing instruction, services, and supports
- ❖ Parent/Family Engagement
  - COVID Learning Plans
  - Dedicated Time
- ❖ Special Education Evaluations
  - Remote and In-person Options

## Remote Learning from the Educators' Perspective

- All students have devices and have the ability to access assignments
- Consistent time to collaborate with district therapists and teachers
- Support of paraprofessionals allows teacher to provide 1:1 instruction and collect IEP data
- Enhanced family relationships
  - Parents and staff are continuously collaborating on how to help students at home with communication, academics, and behavior
  - Parent coaching opportunities advance the understanding of related services supporting the development of students' abilities
- The use of household items supports the generalization of skills into the home
- Students are demonstrating growth in self-advocacy skills

## Learning Platforms Support Remote Learning

<b>Boom Learning</b>	Interactive PDFs that students can use to practice targeted and individualized skills.
<b>SeeSaw</b>	Daily asynchronous activities to reinforce concepts and practice skills
<b>Zoom</b>	Direct, live instruction (whole group, small group, and 1:1 instructional learning blocks)
<b>Google Suites</b>	<ul style="list-style-type: none"><li>● Google Forms: Parent/guardian communication (share handouts, flyers, surveys, class information, etc.)</li><li>● Google Slides: Interactive presentations used during whole group, small group, and 1:1 instructional learning blocks</li><li>● Google Classroom: Student and parent announcements and resources, student assignments</li></ul>
<b>Remind.com</b>	Two-way messaging and communication between teacher and families
<b>ClassDojo</b>	Behavior Points and two-way messaging and communication between teacher and families
<b>EdPuzzle</b>	Builds comprehension and encourages language by asking questions (answers include text and/or pictures) embedded into content videos
<b>Pear Deck</b>	Makes google slide presentations interactive for students (students can add text, make a choice, add a number, link to a website, draw, and/or drag an object on the screen)



## Learning Platforms Used During Remote Support Services

Related service providers aim to mirror learning platforms and family communication systems to increase consistency and align classroom practices using: Google Suites, Boom Cards, Seesaw, EdPuzzle, Pear Deck, NearPod, Remind and ClassDojo

Therapy specific platforms include:

<b>Digital SLP</b>	Digital Language and Artic therapeutic exercises and activities
<b>Everyday Speech and Language for Pragmatics</b>	Digital Interactive Social Skills Developmental Activities (including COVID specific resources), and video modeling,
<b>Pink Oatmeal</b>	Digital and print Occupational and Physical Therapy therapeutic exercises and activities
<b>Tools to Grow OT</b>	Digital and print therapeutic exercises and activities, activity calendars, and parent resources

# Sample Teacher Schedule

TUESDAY	
Block 1	6:30- Student J- Speech
Whole Group- Morning Meeting (8:25-9:15)	8:30 Student D- Occupational Therapy
Breakout Rooms (10:10- 10:40)	9:00 Student E- Speech
	9:00 Student C- Occupational Therapy
	1. Data Block with Teacher- Student F
	2. Data Block with Paraprofessional 1- Student D
	3. Skill Review (or asynchronous tasks offline)- Paraprofessional 2
Block 2	1. Data Block with Teacher- Student H
Whole Group: Math (9:50-10:10)	2. Data Block with Paraprofessional 1- Student J
Breakout Rooms (10:10- 10:40)	3. Skill Review/Snack- Paraprofessional 2
Block 3	1. Data Block with Teacher- Student E
Whole Group: Phonics (10:45- 11:05)	2. Data Block with Paraprofessional 1- Student A
Breakout Rooms (11:05-11:35)	3. Data Block with Paraprofessional 2 Student G
	4. Skill Review (or asynchronous tasks offline)- Paraprofessional 3 and 4
Lunch	
Block 4	1. Data Block with Teacher- Student C
Whole Group: (12:15-12:35)	2. Data Block with Paraprofessional 3- Student B
Breakout Rooms (12:35- 1:05)	3. Skill Review (or asynchronous tasks offline)- Paraprofessional 4
Bi-Weekly Parent Check-In Meetings (1:05-1:20)	
	Week A- Student G      Week B- Student H

# Sample Student Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Block 1 (8:25-9:45)	Circle Time and Skill Review(8:25-9:15)				
	1:1 Instruction	Small Group Instruction	9:00- Occupational Therapy	8:30- Speech	9:00- Occupational Therapy
Block 2 (9:50-10:40)	Whole Group: Math (9:50-10:10)				
	Small Group Instruction	Small Group Instruction	1:1 Instruction	Small Group Instruction	10:00- Speech
Block 3 (10:45-11:35)	Whole Group: Phonics(10:45- 11:05)				
	Small Group Instruction	1:1 Instruction	Small Group Instruction	1:1 Instruction	Small Group Instruction
Lunch(11:35-12:15)					
Block 4 (12:15-1:20)	Whole Group:(12:15-12:35)				
	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	1:1 Instruction
Bi-Weekly Parent Check-In Meetings					
Asynchronous Learning 1:20-2:00					

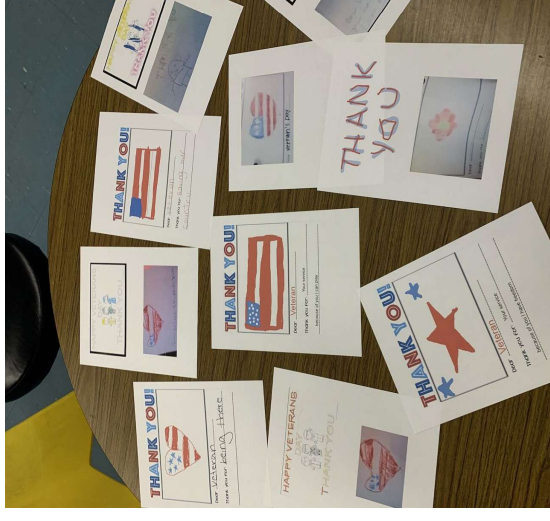
# Activity Samples

Holiday and Veteran's Day cards were created by PreK to 4th grade students using Seesaw, Google Slides, Peardeck, and Zoom annotation tools!

## Holiday Cards

The City of Revere and Mayor Arrigo are sending holiday cards to senior citizens in Revere and they need our help!

Please consider printing out this template or decorating a holiday card on your device! All holiday cards posted will be printed and distributed. You are also welcome to drop your student's card off at the Beachmont School, The Revere Rec Center, or mail them to Revere Senior Center at 25 Winthrop Ave. Winthrop Ave!



6 Responses, 0 Waiting for Approval, 0 Drafts, 6 Not Responded

📅 Assigned on Dec 3 at 11:31 AM

👤 Assigned to All Students in Ms. Molly's Class

📎 Template attached

