

**Revere School Committee Meeting Agenda**  
**February 16, 2021**

A Regular Meeting of the Revere School Committee will be held on **February 16, 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/88258670520?pwd=T1JRdXRSSHJFNy9xaHA0NXM0V2xmZz09>

Passcode: kvg1c4

Watch on Revere School Committee YouTube

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

**REGULAR MEETING:**

1. Pledge of Allegiance/Call to Order
2. Public Speak
3. Recognition
4. Superintendent's Report
  - a. "Rigor, Relevance, and Relationships During Remote Learning" – Mr. Pechinsky
  - b. "Reaching Our English Learners Through Remote Learning" – Mr. Mogavero
  - c. Update on in-person learning and athletics
  - d. Update on new Revere High School
  - e. Accelerated Repair projects at Beachmont and Lincoln
5. Student Representative Report
6. Consent Calendar (vote required)
7. Report of Sub-Committees
  - a. Safety and Security
8. Old Business
  - a. Update on the March 1<sup>st</sup> reopening for our ELL, SPED, and Senior students Policies
9. New Business
10. School Committee Interests
11. Motions
  - a. A motion is made by Stacey Rizzo to accept and practice the Operating Protocols and Overarching Goals as amended.

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

# Reaching Our English Learners through Remote Learning



**EL Director:**

**Albert Mogavero**

**EL Elementary Teacher:**

**Jean LaRosa**

**EL Middle School Teacher:**

**Lorayne Martins Pereira**

**EL High School Teachers:**

**Michelle Ervin & Mary Flynn**



# Agenda

EL Department response during remote learning:

- ESL Instructional Time
- Collaboration among staff
- Family Engagement
- Teachers' perspectives and supports

# Overview of Revere's Current EL Population

- 1679 English learners
- 40 languages represented
- Three largest language groups:
  - 70% are Spanish speakers,
  - 11% are Portuguese speakers
  - 10% are Arabic speakers
  - 9% Other

# EL Department's Response

- Universal scheduling and dedicated ESL Instructional time at the elementary, middle, and high school that supports social emotional learning, academics, and language acquisition.
- EL Professional Learning Groups and collaboration with all teachers and school personnel.
- Family Engagement
- Translations
- Ongoing Assessment of new enrolling students at Parent Information Center

# ESL Instructional Time

- ESL dedicated instructional time
- Universal scheduling at the elementary, middle and high school levels that block time for ESL instructional time
- Flex Block at the middle and high school for one to one conversations about social emotional concerns and language instructional support for students.

# Family Engagement

**Teachers continuously reach out** to students and families through translated messages on:

- Class Dojo
- Remind
- Lionbridge
- Talking Points and other tools

## **Revere's Parent Information Center:**

Family engagement reinforced by family liaisons and school translators

# Projects and Topics for our PLG's

- Remote Learning for ELs: co-plan, share best practices, plan delivery of synchronous and asynchronous learning.
- Access Testing
- WIDA 2020 Standards
- Supporting Newcomers
- Competency-Based Learning

# Translations

- Translations of numerous school communications are constantly provided
- Revere's bilingual paraprofessionals are available for small group activities and clarifications in the child's home language.

改善	Continuous Improvement	تحسين
การปรับปรุง	Kontinuierliche Verbesserung	تطوير
MEJORA	Amélioration	Βελτίωση
Gelişme	miglioramento	개선

# Teachers' perspectives on supporting English learners



Elementary

EL Elementary Teacher: JeanLaRosa

# Elementary

## Learning Platforms and focused communication used during Remote Learning

Sawvas, Reading A - Z, Epic books, ReadWorks

Boom Cards:

Students are EXCITED about learning with interactive activities.

Seesaw:

Students use creative tools to take pictures, draw, record videos, and so on, to capture learning in a portfolio.

# Elementary Learning Platforms and focused communication used during Remote Learning

Peardeck:

Encourages students to interact and engage in lessons.

Google Suite: meets, slides, interactive activities, classroom, Class Dojo:  
A means for communication with families and translations

Lionbridge Translation Services

# Schedule

8:00 - 8:25	8:25- 9:05	9:10- 9:50	9:55- 10:30	10:30- 10:50	10:50- 11:10	11:10- 11:40	11:40- 12:10	12:10- 12:40	12:40- 1:15	1:20- 2:00
Your checklist:	Kindergarten Morning Meet Or LaRosa prep	Gr. 2/3 Newcomers Group 1 Anallici Lara Kiara Isabellly Alejandra  Gr. 3 Pietro Ramon Idalia <a href="#">LaRosa</a>	Kindergarten Group 1 <a href="#">LaRosa Kinder 1</a>	Kindergarten Group 2	Kindergarten Group 3 <a href="#">LaRosa Kinder 3</a>	Newcomers Group 2 Gedeon Yefdey Oscar Cristian Joao <a href="#">LaRosa</a>	Lunch	A sync Or prep	Newcomers Group 2 Gedeon Yefdey Oscar Cristian Joao <a href="#">LaRosa</a>	Newcomers Group 3 Gabriel Guilherme Ana Tatiana Joao <a href="#">LaRosa</a>

Monday

Tuesday

Wednesday

Thursday

Friday:

ELL PLG

ELL PLG

gr. 4 <https://meet.google.com/qvw-xcpr-zswp> PLG gr. 5

[https://meet.google.com/lookup/hilubguiaa?authuser\\_=0&hs=179](https://meet.google.com/lookup/hilubguiaa?authuser_=0&hs=179)

PLG kinder <https://meet.google.com/lookup/f2kgjnlgye?authuser=0&hs=17>

[meet.google.com/jna-csvy-cno](https://meet.google.com/jna-csvy-cno) grade 2 or grade 3

# A beginner English Language Learner lesson for Newcomers



## The Four Seasons

### Vocabulary:

Winter, Spring, Summer,  
Fall, trees, flowers, green,  
snow, change

# Parent Communication via DOJO



## Congratulations!

All 18 students have at least one family member connected! Treat yourself to a donut (or two?) 🍩🍩



Tá bom, até que horas posso passar na escola pra pegar os materiais.

See translation

Hello

My name is Ms LaRosa

I help Ana with English.

Could please come to the school to pick up some materials ? You can go to the main office and the secretary will have it.

Thank you

Ms LaRosa

✓ 11/6/2020, translated into Portuguese

Before 4:00 if possible or Monday is good

✓ 11/6/2020, translated into Portuguese

Thank you!!

✓ 11/6/2020, translated into Portuguese

# Middle School

**EL Middle School Teacher: Lorayne Martins Pereira**

# EL Writing Samples

## School Uniforms

Read these two opinions on school uniforms.

Mr. Pechinsky, Mr. Arlington, and Ms. Kennedy are trying to decide on new rules for school uniforms. Here are two opinions they have.



Ms. Kennedy thinks that it is better for Garfield Middle School to have uniform because:

- It is easy for students and parents.
- Students focus on school and not on clothes.
- Sometimes uniforms are less expensive.



Mr. Arlington thinks that it is better for Garfield Middle School to NOT have uniform because:

- Some uniform clothing is expensive.
- Students do not feel creative.
- Uniforms can be uncomfortable for students.

Ms. Kennedy have a really good point of view about why students at Garfield Middle School should wear uniform. First it can be easy for parents and students because they do not get stressful on their clothing. Second students focus in school and not on their clothes. The uniform can be less expensive and specially for parents. The uniform of Garfield Middle School it can be black, dark green and white shirt and pants can be black of khaki. This type of uniform can be less expensive for parents and that's why uniform can be a better choose for the school.

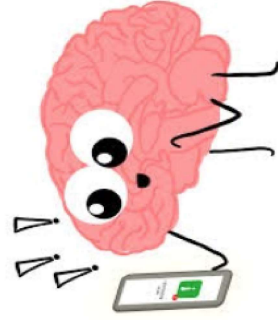
Mr. Arlington have another good point of view about why students at Garfield Middle School should not wear uniform. First the clothing can be not that expensive for students and can help them to look colorful. Second students can be creative everyday, they can wear colorful things and wear what they want but it needs to be something clear and good for they can feel comfortable. The last thing it is that they can feel comfortable with what they are wearing. The uniform can make them feel uncomfortable but at the same time they can feel that they have something to wear everyday.

In conclusion the best decision for the school it is to wear a uniform. Also if students wear uniforms they will feel comfortable because they do not have to wear and stress because they do not have clothes to put for the other day. Other reason why uniform should be allowed at school it is because people will have time to concentrate on their school and not on what they have to wear for tomorrow at school. The last thing about why Garfield Middle School should wear uniform it is because they will feel comfortable because it is black. However at the same time Principals should continue doing a specific day to wear different clothes and students will feel comfortable by that. What I mean by this it is that when they can wear different clothes they should bring 1 dollar like the Principal always do.



Write a letter to your principal about your opinion on whether cell phones should be banned in your school or not. Use the information from the box below to help you write your letter. Be sure to include at least three reasons to support your idea. Write 2-3 paragraphs. Include an introduction and a conclusion.

### Should cellphones be banned in schools?



Research shows...

- Cell phone distraction in classrooms is linked to lower grades
- Even when not actively using the phone its presence is a distraction that reduces cognitive capacity in all people
- Students without mobile phones wrote down 62 percent more information in their notes, were able to recall more detailed information from class and scored a full letter grade-and-half higher on a multiple choice test than those using their phones
- Phone use while learning reduces comprehension
- Ban on mobile phone significantly increases student performance in high-stakes exams
- Low-performing students benefited the most from these bans
- Multitasking is a myth. Our brains focus on one thing by shutting others. The more students multitask, the lower their grades.
- France has banned cell phones from schools

However...

Many parents want kids to have phones in schools  
Phones keep people connected  
Phones can be an educational tool for the classroom  
Schools spend money to ensure all students have access to tablets and computers

To Whom It May Concern

My name is [REDACTED] I am a 6th grader from Garfield middle school. I am writing this letter to discourse about the cell phones inside the classrooms. In my opinion, cell phones should be banned from school. The reason why I think cell phones should be banned from school is

because with students using cell phones inside the classrooms can distract the students. Also if the students use their cell phones can reduce comprehension. Another reason why phones should be banned from school is because, if the student is using a cell phone in the classroom they can get lower grades. Also students can use their phones in the bathroom, and search the answers for the test. In addition to it, cell phones are a distraction to the students. Also students can be watching youtube videos and not paying attention to the teacher. Another reason why students shall not use their phones, because the student's brain needs some rest from the cellphone.

However, many parents want their kids to have their phones in school. Also phones can be an educational tool for the classroom. In addition to it, If your school does not have any computers or I pads, You could as the teacher if you may use it. Also, phones keep people connected. In addition to it, many schools give access for students to use computers and I pads. Also, Students could call their parents if something serious happens to them. In addition to it, students need some rest from what they are doing in school. Finally, Students can see important things from school.

# High School

**EL High School Teachers:**

**Michelle Ervin & Mary Flynn**

# Top Websites Used by High School EL department

*(outside of Zoom, PearDeck, and Google Suites)*

- Youtube
- TalkingPoints
- Formative & EdPuzzle
- Delta Math, Kami, & Classkick

# page 2 vocabulary

(7 words)

Level 1



classkick

Vocabulary work

Vocabulary Word	Translation	Picture	Sentence
Address	direccion		my address is 45 Taft St. Revere, Ma 02151.
city	ciudad		I going for Boston
phone number	numero de telefono		can you give me your phone number.
state	estado		what state are you from? I am Massachusetts.

# Level 1



# classkick

## Reading comprehension and Citing textual evidence

### 6. COMPREHENSION

Which sentence is correct? Circle a or b.

- a. Rara lives with a family in Japan.  
 b. Rara lives at a market in Japan.
- a. Every day Rara goes shopping.  
 b. Every Monday Rara goes shopping.
- a. Rara looks at the fish at the market.  
 b. Rara looks at the backpacks at the market.
- a. Rara eats two small fish.  
 b. Rara eats twelve small fish.
- a. Rara takes some fish for a woman.  
 b. Rara takes some fish for his family.
- a. "Thank you!" Rara's family says.  
 b. "How are you?" Rara's family says.

Mark the text!

Rara is a penguin. He lives with a family in Japan. **1** Every Monday Rara goes shopping. **2** Rara's family puts a backpack on Rara's back. Rara walks to the fish market. He looks at the fish at the market. **3** Rara takes 12 small fish. He eats the 12 fish. **4**

Rara takes some fish for his family. **5** woman puts the fish in Rara's backpack. Rara walks home with the fish. Rara's family takes their fish out of his backpack. "Good penguin!" Rara's family says. "Thank you, Rara!" **6**

## Lesson 1:

- 1 Look at the 25 sentence starters (only 6 are here) to help you brainstorm your sentences.
- 2 Choose four sentence starters from the table, **OR** create your own topics.
- 3 Start writing your sentences.
- 4 Write a minimum of four sentences before the end of class.
- 5 Check the B.E.S.V.A.S. chart (slide # 3) to make sure you have the six features in your sentences.

## Level 2

My favorite thing to do is ... and I have been doing it for ...	<i>[Something] is important to me because ...</i>
When I first came to the United States, I felt ... because ...	<b>I like Reverse because ...</b>
<i>My family is important to me because ... and ...</i>	I miss my country because ... and ...

### A sentence ... must

begin with a capital letter

end with a . or an !

have a Subject

have a Verb

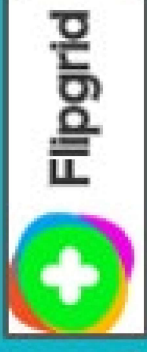
have a subject & verb that agree

make Sense.

### Explanation:

Students wrote their sentences on Peardeck. After their sentences were corrected, they recorded themselves reading their sentences on Flipgrid .





**One student's responses, which he recorded on**

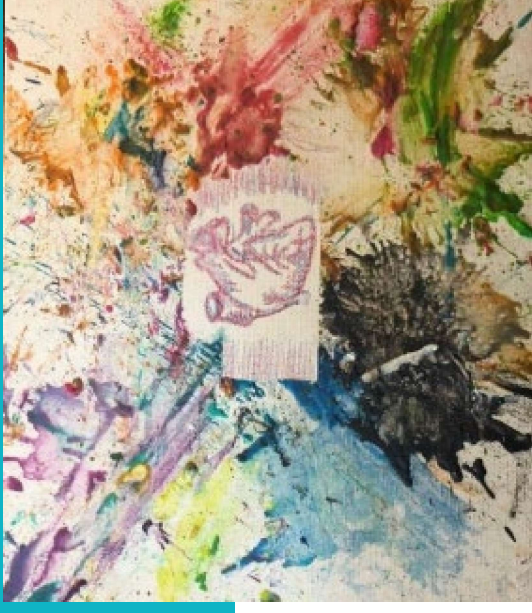
- 1 My favorite thing to do is play the drums and I have been doing it for five years.**
- 2 When I speak English, I feel very good because I am learning and improving.**
- 3 I miss my country because I miss my friends and my grandmother.**
- 4 I love the sport of soccer because it is the best in the world.**
- 5 I like Revere because it is a beautiful city.**
- 6 I was born in New Jersey in the United States.**
- 7 Something I want to learn is English because it is important for living in the United States.**
- 8 My family is important to me because I love them and they are the best for me.**





## Level 4

Introduction to Mainstream  
Semester I Final Paper  
*Levels 4*



### **Poetry and Artist Choice**

There are many obstacles one faces in the world. One outlet for people is poetry. For this final project, you will need to analyze a poem of your choice. You will write an analysis essay dissecting the poem based on poetic devices. Additionally, you will need to include an additional paragraph explanation for how the poem is an example of the time it was written AND you will need to include a paragraph explaining your corresponding creation. Overall, this will be a 7 paragraph research analysis essay with a visual representation.

## Level 4

For your final essay for Semester I, you will choose a poem that interests you. Pick a point of view to explain.

1. You must **pick a poem** from the packet I share with you. You **cannot** have the **same poem** as another student.
2. You must have **two different articles** highlighted and annotated about the time period in which this poem was written.
3. You will create a **7 paragraph essay** (see the description above).
4. You will need to have **visual representations ONLY** for the presentation (you create this and you either send pictures of what you make or create something using an app).

# Rigor, Relevance, and Relationships during Remote Learning





# The Impact of Covid-19 on Teaching and Learning at GMS

Reduced live time with students

Fewer course offerings

Student engagement



# Improvise, Adapt, Overcome!

Develop lessons that are engaging and applicable

Learn and experiment with online platforms

Maintain high expectations

Rekindle the flame to learn



## 6th Grade Student - J.S. Hammurabi's Code DBQ

Hammurabi was the ruler of Babylonia 4,000 years ago he became King of Mesopotamia.

Hammurabi's code was about fairness. The code talked about different parts of daily life.

Hammurabi's code is just because it protects people's properties. There are laws to protect farmers land and person.

Hammurabi's code are just because if you're damaging someone's property you should pay for it because it's not your property. In Document D, Laws 53-54 says if a man floods his neighbors farm, he shall pay for the crops that are lost. If you damage somebody's farm you have to pay for the consequences because it's not your property and you should just accept it. This shows Hammurabi's code was just because if it's not your property or something that you own you should pay the consequences because it is somebody else and not yours. If you damage somebody's farm you have to pay for the consequences because it's not your property and you should just accept it.

Hammurabi's code is just because it protects people's property. Law 23 of Hammurabi's code says, "If the robber is not caught, the man who has been robbed shall formally declare whatever he has lost before a god, and the city and the mayor in whose territory or district the robbery has been committed shall replace him whatever he has lost." If you are robbed and the police do not catch the robber, the city will replace your stuff. This shows Hammurabi's code was just because if your stuff is taken it will be replaced.

Although Hammurabi's Code was unjust because they were very harsh about some things. I believe Hammurabi's Code was just because it protect people in the city and their property.

*Let's first take a listen to a reading by Gorman:*



# **“THE HILL WE CLIMB” BY AMANDA GORMAN**

This poem was presented at the presidential inauguration on January 20, 2021.

# Project Type: Video

## Voicemail Requirements

I told the Luvburdz which egg donor they should choose.

I used evidence (data) from my work to support my choice of egg donor.

I used reasoning to explain why my choice was the right one and how I came to my conclusion.

I uploaded a video of myself, introducing myself as a doctor, explaining my choice, and a conclusion.

I used accurate scientific vocabulary, professional language for my role as a doctor, and a respectful tone toward my audience, the Luvburdz family.

## Steps:

1) Open up camera app on your chromebook, and switch it to video.

2) After recording your video, click on the share icon.

3) Drag the video to the assignment folder.





Event planners:  
Orianna & Naiyla

**\*\*EXCELLENT\*\***

**\*\*STUDENT WORK\*\***

**RUBE GOLDBERG MACHINE**

**TRANSFER OF ENERGY**

**ENGINEERING PROJECT**

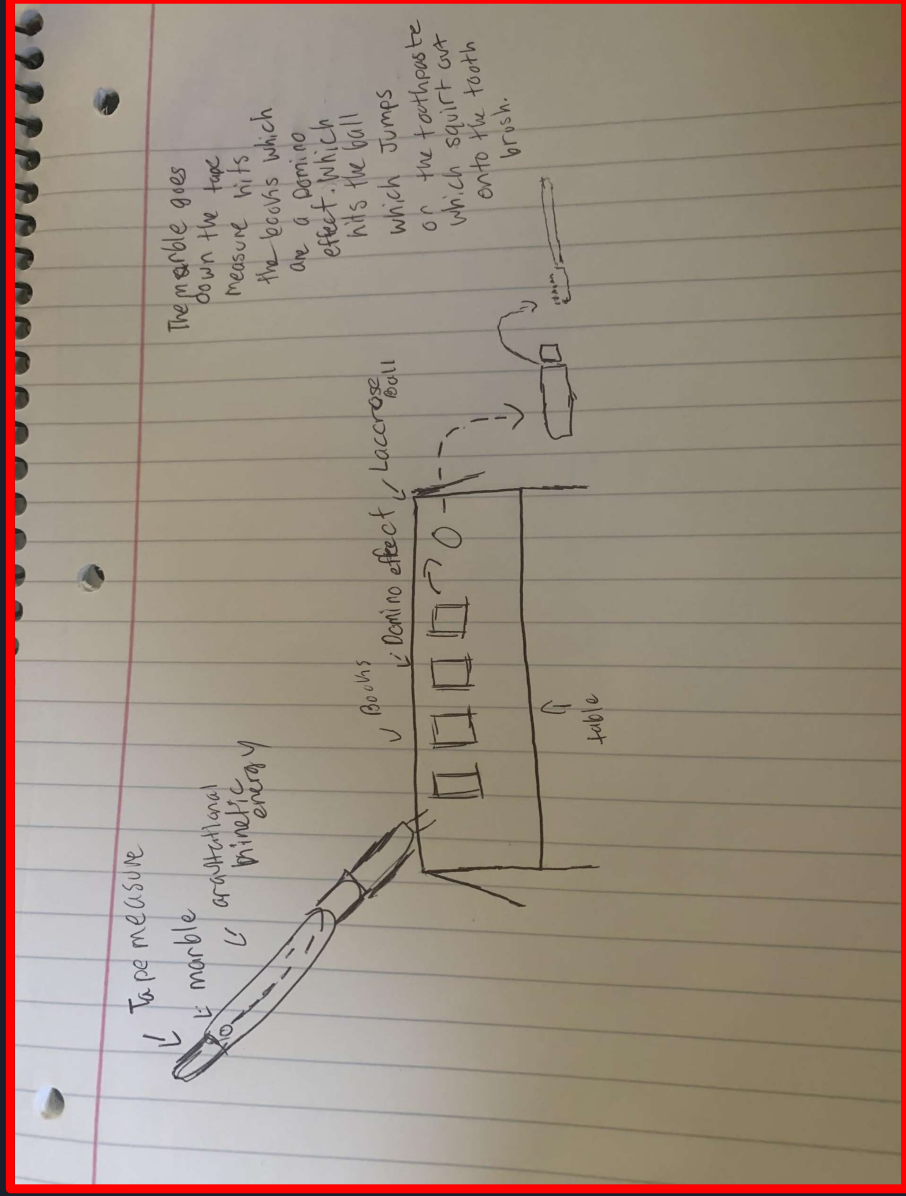
**7TH GRADE**

**MS. AESCHLIMANN**

# STEP 5

DRAW YOUR PLAN

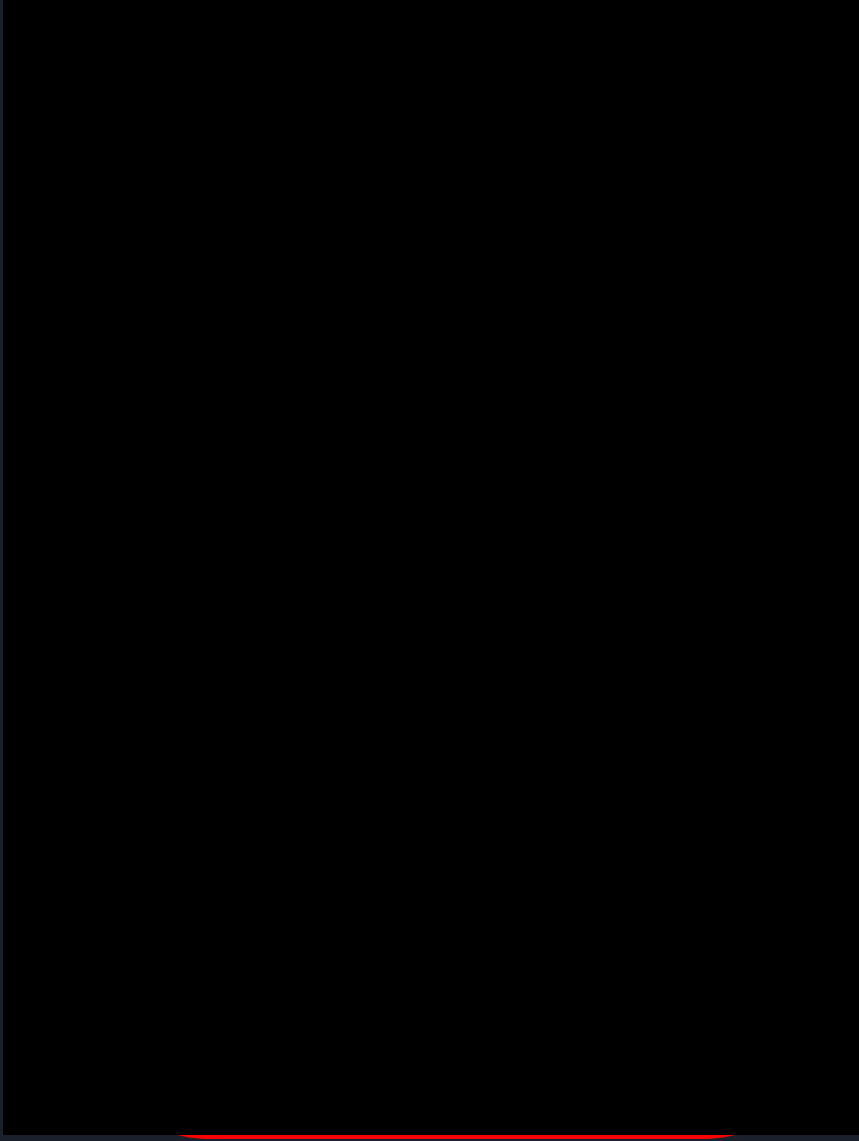
Create a schematic design.





# STEP 9

VIDEOTAPE IT!



InShot 20201217\_151151872 -  
Linsey Reyes Rodriguez.mp4

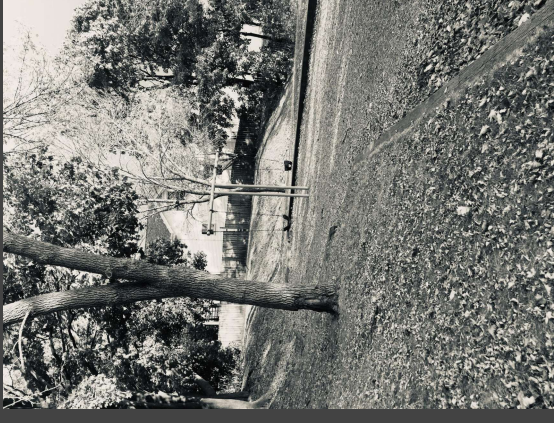




**Trapped**



**Anxiety**



**Empty**

## Remote Learning Photo Essay

**Title:** My experience in Quarantine.

**Artist:** Bina Milton

MEDIA STUDIES

**“In Pursuit of \_\_\_\_\_” Artwork**

**Title:** Clean Up Revere Beach!

**Artist:** Aidan

**Artist Statement:**

This picture shows trash on Revere Beach with the apartments in the background including the text “Clean Up Revere Beach!” This image represents all the trash that’s being left on Revere Beach and going into the ocean everyday. While a lot of people clean it up there are still some who don’t and that’s polluting the water at Revere Beach.





**Gweneth Maillard**

Home

Classes

ELA ( English language arts)

Math

**Technology**

Advisory with Mrs.Kudzelko

science

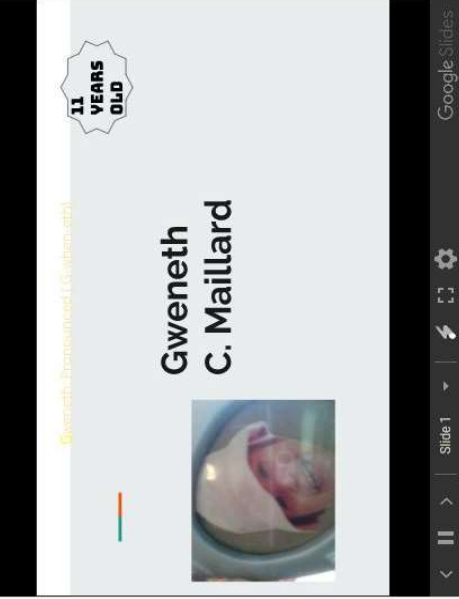
Word Geography

Wellness

Activities



We have been doing Peardecks about Phishing, chatting online, and e-mails. Phishing scams are when hackers and scammers try to get your private information. Phishers will use a sense of urgency. They will also use a generic greeting like: Hello friend! Greetings! Etc...



This Google Slide is just a little info about me! This was my first project that I did in tech class!



Grant Requiremen...xlsx

SRPNP\_PPT\_Upda...pptx

meeting-8586985...ics

meeting-8586985...ics

Show all



# Student Mixtape #2 (1st Semester 2020-21)

by GMS Music

▶

### Digital Album

Streaming + Download

**Free Download**

- ▶ 1. Rose C. - Sofa 00:50
- ▶ 2. Asif E. - Therefore I Am 00:26
- ▶ 3. Rania H. - Stand By Me 00:48
- ▶ 4. Alexa D. - Blinding Lights 00:23
- ▶ 5. Felipe V. - Fur Elise with Original Melody 00:45
- ▶ 6. Fatima E. - Ode to Joy with Original Melody 00:33
- ▶ 7. Chris J. - Jingle Bells 00:24
- ▶ 8. Mia W. - Havana 00:21
- ▶ 9. Leena K. - Original Loop Composition 00:46
- ▶ 10. Carlos U. - Original Loop Composition 01:07
- ▶ 11. Jefferson Z. - Original Loop Composition 00:53
- ▶ 12. Ashley Y. - Original Loop Composition 00:48
- ▶ 13. Leslie R. - Original Loop Composition 00:54



🔗 Share / Embed



### GMS Music

Revere, Massachusetts

[Follow](#)

discography



Student Mixtape #2 (1st Semester 2020-21)

Feb 2021



Student Mixtape #1 (2018-19)

Jun 2019

[contact / help](#)

[Contact GMS Music](#)

[Streaming and](#)

[Download help](#)

✕

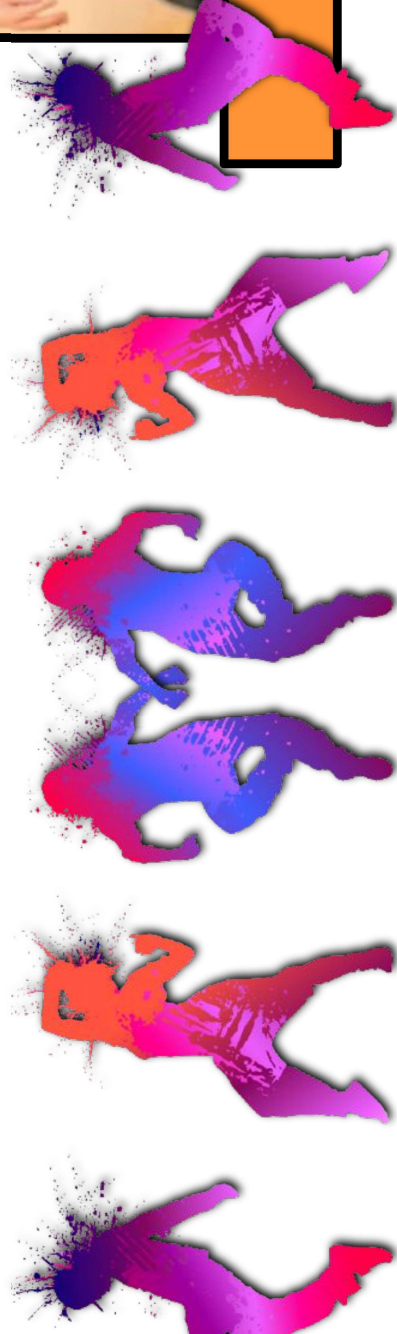
This is a collection of projects from the 7th grade students at Garfield Middle School in Revere, MA during the first semester of the 2020-21 school year. All students were remote during this year. These projects were created using BandLab.

# GMS

*Virtual*

# Physical Education!

With Mr. Mosko and Esteban Ortiz



# Dance UNIT

Steps & Salsa Lessons

RESOURCES

PAST CLASS LESSON RECORDINGS

Flipgrid

LESSON & MASTERY VIDEOS

Instructions Student work

## Welcome to Dancing 71 (Salsa) Lesson 1

Jack Moskio • Sep 23, 2020 (Edited Oct 1, 2020)  
30 points Due Sep 27, 2020, 11:59 PM

**Learning Objective:** SWBAT demonstrate the salsa basic step while keeping the count and beat at least 6 out of 10 measures.








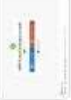


**Language Objective:** SWBAT to explain verbally the difference between a measure, the pulse, and the down beat. Do you know what Salsa dancing looks like? Click on the links below to find out.

The image below will guide you through the steps. Click on the image to learn how to move your feet when dancing salsa.

The two bottom YouTube videos will give you an idea of what salsa music sounds like. You will hear a voice count the beats in which you should step when you're dancing. Listen to these two songs as many times as you want until you feel comfortable with the beat.


**NOTE:** see if you can figure out the steps as you look at the image posted while listening to the count. Downloaded the flipgrid app on your phone, click on the last link below and record your self doing the basic step to the music provided below for the laps of 10 measures.

**HAVE FUN!!!**

	Salsa Shakes! Amazing danc... YouTube video 1 minute		Old Salsa Couple in Action YouTube video 1 minute
	05e1d49f3a604e95df67363... Image		Salsa Timing 1,2,3-5,6,7- Alej... YouTube video 4 minutes
	The Best Salsa Song for Beg... YouTube video 4 minutes		1080p.mov Video
	2160p.mov Video		Flipgrid   b5294329 https://flipgrid.com/b5294329
	Mad Hot Ballroom (7/9) Movi... YouTube video 2 minutes		My Movie 6 YouTube video 4 minutes

Class comments


Nov 3, 2020  
**HPE2 Lesson#4 Cumbia Step**  
11 responses • 170 views • 0 comments • 3.8 hours of engagement  
Record yourself from the knees down demonstrating all the four steps.  
Join Code: [atf0dc45e](#)



Share Actions

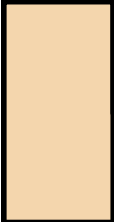
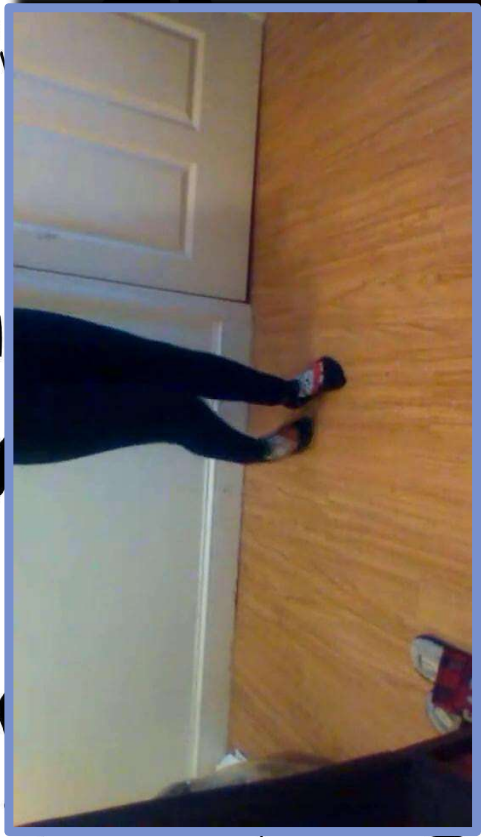
Discussion > HPE1 & HPE2 hit basic step and counting demo > Basic Step Count Demo

Sep 30, 2020  
**Basic Step Count Demo**  
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Can you follow the count of the music and do the basic step simultaneously?  
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