Technology Plan 2016-2019

Last updated April 2018

101 School Street
Revere, Massachusetts 02151
781-286-8226
www.revereps.mec.edu

Superintendent of Schools
Dr. Dianne K. Kelly
Assistant Superintendents
Dr. Danielle Mokaba-Bernardo
Dr. Joshua Vadala
Director of STEM Disciplines
Matthew Costa
Chief Information Officer
Jonathan Ferrara
Local Technology Plan Guidelines

(School Year 2016-2017 through 2018-2019)

These guidelines are designed to help districts develop purposeful long-range technology plans. While not mandated, the guidelines represent recommended conditions for effectively integrating technology into teaching and learning.

There are several reasons that a school district should develop and maintain a technology plan. First, comprehensive planning helps the district take advantage of technology’s power to improve teaching and learning. Technology has the power to engage and challenge students. Applications such as formative assessment tools can help teachers ensure that students are meeting the standards. By allowing teachers to access information about student learning, information systems make it possible for teachers to support individual students better. Virtual learning programs can increase the range of learning opportunities available to students, enabling them to study with experts and other students around the globe. Technology can also play a role in ensuring students’ safety, by facilitating communication among school personnel and parents.

Funding is another reason technology planning is important. Every school district must have a long-range strategic technology plan approved by the Department of Elementary and Secondary Education in order to be eligible for E-Rate discounts and federal and state technology grants. Each school district is required to develop a 3- to 5-year plan, which should be kept on file locally. Each year, as part of the technology plan approval process, the Department asks districts to report on the progress they have made in implementing their plans through the Department’s security portal. The Department reviews this data, along with the district’s long-range plan, to approve the district’s plan. To facilitate this process, the Department asks the district to post its long-range plan on its web site or to email a copy of the plan to the Department.

These guidelines are not mandated but rather recommended benchmarks for districts to meet by the end of the school year 2015-2016. The Department will use these guidelines to gauge the progress of districts’ implementation in order to approve their technology plans annually.
**Vision Statement:**

Provide personalized and meaningful education to all students so that they individually experience superior personal development by:

- Engaging all members of our educational community in the decision-making process
- Ensuring rigor and relevance throughout all curricular areas
- Ensuring positive relationships among all members of the school community
- Fostering resilience within all members of the school community
- Fostering and celebrating innovation throughout our system

**Community Demographics:**

The City of Revere is situated in eastern Massachusetts (Suffolk County) and borders Winthrop, East Boston and Chelsea to the South, Everett and Malden to the West, Saugus and Lynn to the north and the Atlantic Ocean to the east. It comprises 10.0 square miles, although 4.1 square miles are open water and wetlands and not suitable for development. Of the 5.9 square miles of developed land, 70% is used for housing. Revere is located approximately 5 miles from downtown Boston.

- Area: 10.0 square miles
- Population: 201,457
- Household income: $55,387 (Median)
- Per-capita Income $28,756
- College grads: 20%
- Median age: 39.4
- Regional School grade plan: PreK-5, 6-8, 9-12
- Median home price (sales): 2016-$380,374


**School Enrollments:** From: DESE District Profile 2018.

<table>
<thead>
<tr>
<th>School</th>
<th>Grades Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham Lincoln Elementary</td>
<td>PreK-5</td>
<td>695</td>
</tr>
<tr>
<td>A.C. Whelan Elementary</td>
<td>K-5</td>
<td>735</td>
</tr>
<tr>
<td>Beachmont Elementary</td>
<td>K-5</td>
<td>374</td>
</tr>
<tr>
<td>Garfield Elementary</td>
<td>PreK-5</td>
<td>768</td>
</tr>
<tr>
<td>Garfield Middle</td>
<td>6-8</td>
<td>538</td>
</tr>
<tr>
<td>Paul Revere Elementary</td>
<td>K-5</td>
<td>472</td>
</tr>
<tr>
<td>Revere High School</td>
<td>9-SP</td>
<td>1991</td>
</tr>
<tr>
<td>Rumney Marsh Academy</td>
<td>6-8</td>
<td>597</td>
</tr>
<tr>
<td>Seacoast High School</td>
<td>9-12</td>
<td>82</td>
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<tr>
<td>Susan B. Anthony Middle</td>
<td>6-8</td>
<td>570</td>
</tr>
<tr>
<td>S.S. J.J. Hill Elementary</td>
<td>K-5</td>
<td>712</td>
</tr>
</tbody>
</table>
School Building Listing:

Abraham Lincoln School
68 Tuckerman Street
Revere, MA 02151
Telephone: 781-286-8270
Principal: Sara Hoomis

A.C. Whelan School
107 Newhall Street
Revere, MA 02151
Telephone: 781-388-7500
Principal: Jamie Flynn

Beachmont School
15 Everard Street
Revere, MA 02151
Telephone: 781-286-8316
Principal: Dr. Percy Napier

Garfield Elementary School
176 Garfield Avenue
Revere, MA 02151
Telephone: 781-286-8296
Principal: Corbett Coutts

Garfield Middle School
176 Garfield Avenue
Revere, MA 02151
Telephone: 781-286-8298
Principal: Dr. Samantha Meier

Paul Revere School
395 Revere Street
Revere, MA 02151
Telephone: 781-286-8278
Principal: Barbara Kelly

Revere High School
101 School Street
Revere, MA 02151
Telephone: 781-286-8222
Principal: Dr. Lourenco Garcia

Rumney Marsh Academy
140 American Legion Highway
Revere, MA 02151
Telephone: 781-388-3500
Principal: Dr. Richard Gallucci

Seacoast School
15 Everard Street
Revere, MA 02151
Telephone: 781-485-2715
Principal: Steven Magno

Susan B. Anthony Middle School
107 Newhall Street
Revere, MA 02151
Telephone: 781-388-75020
Principal: Joanne Willett

William McKinley School
65 Yeaman Street
Revere, MA 02151
Telephone: 781-286-8284
Principal: Edward Moccia
Benchmark 1
Commitment to a Clear Vision and Implementation Strategies

A. The district's technology plan contains a clearly stated and reasonable set of goals and implementation strategies that align with the district-wide school improvement plan. The district is committed to achieving its vision by the end of the school year 2018-2019. Excerpts from our District Improvement plan include:

1. Increase technology integration and use in all content curriculum areas.
2. Provide a well maintained, progressively improving system of Pre K-12 schools that are safe and healthful, grade appropriately organized, technology enhanced, and aesthetically pleasing to maximize the effectiveness of the teaching and learning environment.
3. Continue to post relevant information including curriculum guidelines, district and school improvement plans, handbooks, district benchmarks, standards-based instructional materials and other materials to the RPS website as a means to provide information to stakeholders and improve teaching and learning.
4. Expand the RPS website so that administration, staff, and students, have appropriate and current resources.
5. Continue to align technology lessons with grade level subjects and curriculum.
6. Implement/Continue using technology-based curricula including Achieve 3000, System 44, Agile Mind, Apex, etc.
7. Provide opportunities for students to complete course work through on-line formats.
8. Provide professional development in the effective use of instructional technology including: Lexia, Mastery Connect, Schoology, the Educator Evaluation system, ST Math, Apex, and the On-line Student Portfolio platform.
9. Implement programs through which all students will have their own dedicated, internet ready, device (tablet, iPad, laptop, etc.) for academic use.
10. Continue to implement and refine student email system
11. Use Schoology, Remind 101, Class Dojo, and other effective online forums to communicate with students and parents.
12. Provide professional development to teacher on Flipped and other Blended Learning strategies and resources.
13. Continue to expand the local cable channel (Channel 22) of RPS information and news to families.
14. Continue to use the Parent Link phone system for timely notification of schedule changes and events to families.
15. Continue to provide access to the parent portal of PowerSchool for all school families
16. Work with parents to increase use of the parent portal of PowerSchool
17. Regularly update the website including the addition of new tabs for family resources and to increase ease of navigation
18. Ensure accurate records of existing hardware, software, and technology infrastructure for each school – complete audit through Ferguson Fellowship.

B. The district has a technology team with representatives from a variety of stakeholder groups, including school committee members, administrators, and teachers. The technology team has the support of the school superintendent to implement the plan.

Technology Advisory Committee 2016-2019

Dr. Dianne Kelly, Superintendent
Dr. Danielle Mokaba-Bernardo, Assistant Superintendent
Matthew Costa, Director of STEM Disciplines
James Sicuso, Director of Administrative Technology
Jonathan Ferrara, Chief Information Officer
C. Needs Assessment

1. The district assesses the technology products and services that will be needed to improve teaching and learning.

   The Chief Information Officer and the Director of STEM Disciplines, together with the Assistant Superintendent for Curriculum, Instruction, and Assessment and the building principals regularly reviews new products and current district programs to assess usefulness and efficacy. All new programs are piloted in one school before full adoption. Teachers and other school employees are solicited for technology needs on an annual basis.

2. The technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire.

   Annual review of current technology programs is scheduled for each June. This review includes the entire Technology Team. When possible, new programs are previewed in other districts. This year, we will pilot ST Math. In addition, we will expand Mastery Connect (our online assessment platform) to the high school level in conjunction with the Five District Partnership. We will continue to use this cycle of piloting programs prior to full adoption to work out implementation issues and ensure efficacy prior to large-scale financial investment.

D. Budget

1. The district recognizes that technology plays a critical role in achieving its goals. The district has a budget that will ensure the implementation of its long-range technology plan.

   The district has provisioned for the non-discounted portion of E-rate items through a separate budget line-item for technology. All E-rate reimbursements are deposited into the same account, creating a revolving source of funding. This year, our return for Priority 1 and 2 combined will be approximately $422,000.00.

2. The budget includes staffing, infrastructure, hardware, software, professional development, support, and contracted services (including telephone services).

   All technology projects will include a sufficient budget to acquire, maintain and most importantly provide staff training for the items outlined. For larger projects such as redesign of the technology
infrastructure, additional staff members are hired during summer months. Our main project this
summer will be upgrading the network infrastructure in four buildings through a switch replacement
project. Just this month, we restructured our technology team to identify a Chief Information
Officer, a Director of Application Development, and a Director of Technology Infrastructure. This
will ensure greater coherence across the Technology department and ensure attention is assigned in
appropriate areas.

3. The district seeks funding for technology programs from federal, state, and private resources, as well
as from academic departments that are supported by technology. The district explores ways that
technology can reduce costs and create efficiencies in other areas of the district budget.

The Revere Public Schools takes advantage of all grant opportunities afforded by the state and federal
governments. We participate fully in the E-rate program and will continue to do so. The district
employs a private consultant to ensure we are optimizing reimbursements through the e-rate program.
Most recently, we joined the MAPLE Consortium as a Catalyst District and are piloting ST math
program.

4. For districts that plan to apply for E-rate reimbursement, the technology plan specifies how the
district will pay for the non-discounted portion of their costs for the services procured through E-rate.

The district has provisioned for the non-discounted portion of E-rate items through a separate budget
line-item for technology. All E-rate reimbursements are deposited into the same account, creating a
revolving source of funding.

E. Evaluation

1. The district routinely consults with technology staff before purchasing technologies items, to ensure
that the items are appropriate, cost-effective, and sustainable.

   All administrators are required to consult their building-based technologist and the Chief Information
   Officer prior to adoption or purchase of any new software programs or of any new hardware. Our
   building-based IT Technicians also assist administrators with the selection of products that integrate
   well with existing products.

2. The district’s technology plan includes an evaluation process that enables it to monitor its progress in
achieving its goals and to make mid-course corrections in response to new developments and
opportunities as they arise.

   The Technology Advisory Committee meets annually to assess progress on the previous year’s goals
   and to establish new goals (or continuation goals) for the next school year. These goals are informed
   by new trends in the field and collaboration with school districts through the MAPLE Consortium
   work. The Committee is also convened when any new Technology programs or opportunities present
   themselves. Thus mid-course corrections are enacted in a timely manner.
Benchmark 2
Technology Integration and Literacy

A. Technology Integration1

1. Outside Teaching Time - At least 90% of teachers use technology every day, including some of the following areas: research, lesson planning, organization, administrative tasks, communications, and collaboration. Teachers explore evolving technologies and share information about technology uses with their colleagues.

100% of teachers use technology everyday as all attendance and grades are entered using the teacher’s desk-top computer and out student information system. In addition, all school and district notices are sent through district e-mail. The Superintendent’s daily blog is required reading for all employees which they access through a forced internet link to our district website.

2. For Teaching and Learning - At least 90% of teachers use technology appropriately with students every day to improve student learning of the curriculum. Activities include some of the following: research, multimedia, simulations, data analysis, communications, and collaboration. Teachers integrate evolving technologies that enhance student interest, inquiry, analysis, collaboration, and creativity.

100% of teachers use technology to complete at least some of the activities described above. Most teachers (roughly 90%) use technology as an integral part of their instruction and allow students to use technology as part of their learning. We continue to work with other teachers to help them understand the positive effect technology can have on student learning and to help them embrace the technology available to them. An example of how we do this is through our partnership with the MCIEA which focuses on student choice in the implementation of Performance Assessments to measure student progress. We currently have 6 of 11 schools engaged in this work and will expand to three more schools next year.

B. Technology Literacy

1. At least 90% of eighth grade students show proficiency in all the Massachusetts Technology Literacy Standards and Expectations for grade eight2.

Our teachers are working with technology teachers to integrate technology instruction across the curriculum. Our focus on student centered performance assessments has students engage with technology far more frequently than they used to be. The district is working to fully integrate the 2016 Digital Literacy and Computer Science Curriculum Framework at all schools. This goal is planned to be completed by the end of the 2018-2019 school year.

2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2014-2015, 90% of teachers will have mastered 90% of the skills in the Massachusetts Technology Self-Assessment Tool (TSAT).3

1 The Massachusetts Department of Elementary and Secondary Education defines technology integration as the daily use of technology in classrooms, libraries, and labs to improve student learning.

2 The Massachusetts Technology Literacy Standards and Expectations are available on the Department’s website (http://www.doe.mass.edu/edtech/standards.html).
Based on technology inquiries from our Intranet Help Desk, we can confirm that 90% of teachers have mastered 90% of these skills. We continue to work with other teachers to help them develop skills in these areas.

C. Staffing

1. The district has a district-level technology director/coordinator.

The district has divided its Technology Department into three branches – Academic Technology, Administrative Technology and Infrastructure Technology. The lead positions in each branch are held, respectively, by Matthew Costa, James Sicuso, and Jonathan Ferrara.

2. The district provides one FTE instructional technology teacher per 60-120 instructional staff to coach and model.

The district employs 16 instructional technology teachers. With 618 total teachers, we exceed this required ratio. The coaching and modeling occurs as needed and upon request. In addition, Math and Literacy Coaches provide assistance with content-based instructional technology.

3. The district has staff dedicated to data management and assessment.

The Director of Administrative Technology is responsible for data management and Assessment. In addition, the district employs a Database Manager to assist with these duties.

Benchmark 3
Technology Professional Development

A. At the end of five years, at least 90% of district staff will have participated in high-quality, ongoing professional development that includes emerging technology issues, technology skills, universal design, and research-based models of technology integration

Technology professional development occurs throughout the school day. Math Coaches, Literacy Coaches, and teacher Leaders demonstrate best practices in classrooms and at director meetings including model lessons that incorporate effective use of Instructional Technology. Having advanced beyond the need for basic technology instruction for teachers, much of our current technology professional development focuses on Blended learning and Flipped Classroom models. All new software programs are adopted only after the vendor has agreed to adequate staff training in implementation of the program. Whenever possible, we use a train-the-trainer model where key employees receive intensive training and then provide training to additional staff members. The trainers also provide on-going support to their colleagues. Teachers have been encouraged to participate in all DESE sponsored on-line courses. All teachers in the district receive professional development in differentiated instruction, Response to Intervention, and alternative instructional methods; thus meeting the guidelines for universal design.

B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, study groups, and online professional development. The professional development includes concepts of universal design and scientifically-based, researched models.

3 The Technology Self-Assessment Tool is available on the Department’s website (http://www.doe.mass.edu/edtech/standards(sa_tool.html)).
Math Coaches, Literacy Coaches, and Teacher Leaders demonstrate best practices in classrooms and at director meetings including model lessons that incorporate effective instructional technology applications. Our cadre of trained PLG facilitators spend much of their PLG time expanding capacity in the effective use of instructional technology. At each grade span, we focus on age-appropriate programs. For example, the lower elementary level’s primary program is Footsteps to Brilliance and Lexia Core 5 while the upper elementary focuses on Achieve 3000 and Mastery Connect. Our district improvement plan also emphasizes Flipped Learning and other Blended Learning methods through Performance Assessments and Student Centered Learning models. Ongoing professional development in these areas is provided beyond the school day for new employees. Whenever possible, we use a train-the-trainer model where key employees receive intensive training and then provide training to additional staff members. The trainers also provide on-going support to their colleagues. Teachers have been encouraged to participate in all DESE sponsored on-line courses. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool.

C. Professional development planning includes an assessment of district and teachers’ needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool.¹

Each year, staff members are surveyed to identify their perceived needs for professional development. In addition, administrators use data from classroom walkthroughs to inform the next year’s professional development plan.

D. Administrators and teachers consider their own needs for technology professional development.⁵

We survey teachers and administrators regarding their needs and wants around professional development on an annual basis. In addition, for Director Meetings, each teacher selects a course that they feel best meets individual needs. The list of options is derived from the staff surveys mentioned in section C above.

**Benchmark 4**

**Accessibility of Technology**

A. Hardware Access

1. By 2014-2015, the district has an average ratio of one high-capacity, Internet-connected computer for each student. (The Department will work with stakeholders on a regular basis to review and define high-capacity computers.)

   Our district has 7552 students. We have roughly 5500 high-capacity, Internet connected devices. Thus our ratio of students to devices is less than 1.4:1. We look forward to working with the

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¹ The Technology Self-Assessment Tool is available on the Department’s website (http://www.doe.mass.edu/edtech/standards/sa_tool.html).

⁵ A sample administrator technology self assessment tool is available on the Department’s web site (http://www.doe.mass.edu/edtech/standards/tsat_sampadmin.html). Administrators may also want to refer to the National Educational Technology Standards (NETS•A) and Performance Indicators for Administrators published by the International Society for Technology in Education (http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS-A_2009.pdf).
department to improve this ratio toward the goal of 1:1.

2. The district provides students with emerging technologies appropriate to their grade level.

LCD projectors and SMARTBoards are currently in 100% of classrooms. We are in the process of converting these systems to Clear Touch Boards which will eliminate the need for separate projectors and the repeated cost of bulbs. Chromebooks are assigned to every high school student. Future plans include expanding this 1-to-1 model to all students in one of our middle schools by the end of the 2018-2019 school year. All EC-grade 2 classrooms have sets of 6 iPads that teachers use in one of their center rotations. Three of our schools have one-on-one Laptops for all 5th grade students. In addition, all schools have computer labs and moveable Computer on Wheels systems for use by classes of students. We have increased the number of deployed carts to classrooms by 6 this school year.

3. The district maximizes access to the general education curriculum for all students, including students with disabilities, using technology in classrooms with universal design principles and assistive technology devices.

The district provides all technology needed to ensure all students are educated in the least-restrictive environment. We employ full inclusion in all of our schools. The K-12 math and ELA programs have embedded technology features to meet the individual learning styles of all students. In addition, we have fully implemented an internet-based curriculum program called Achieve 3000 for Science and Social Studies. This allows students to access content-based reading passages that are rated at or just beyond the students’ current lexile level. For the 2018-2019 school year, we will be piloting a similar program for numeracy called ST Math.

4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, interoperability and SIF compliance.

The Chief Information Officer leads our Infrastructure Technology department and oversees all technology purchases. This manager, along with the Director of Academic Technology and the Assistant Superintendent of CIA meet annually to review and revise the 3-year technology plan. These meetings focus on achieving the goals described in this standard. The district is fully SIF compliant.

5. The district provides technology-rich classrooms, with access to devices such as digital projectors, electronic whiteboards, and student response systems.

100% of all classrooms have their own digital projectors and electronic white-boards. Our percentage of classroom dedicated student response systems is lower (45%) but these systems are available to all teachers for use.

6. The district has established a computer replacement cycle of five years or less.

This goal occurs through our long-term technology planning. The computer renewal program is supervised by the Chief Information Officer and generally occurs within the 5 year time frame.

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6 For more information, see the website for the SIF Association (http://www.sifinfo.org/us/index.asp).
B. Internet Access

1. The district provides connectivity to the Internet for all computers in all classrooms in all schools, including wireless connectivity.

   All classrooms have Internet access at up 2x1Gbps on fiber-optic broadband. Wireless connectivity is provided in all buildings although some remote classrooms in older buildings do not have wireless access.

2. The district provides an external Internet connection to the Internet Service Provider (ISP) of 100Mbps per 1,000 students/staff.\(^7\)

   Currently the district provides an external Internet connection to the Internet Service Provider of 2x1Gbps. This exceeds our planned goal of 1Gbps for the 2016-2017 school year.

3. The district provides bandwidth of at least 10/100/1 Gb to each classroom. At peak, the bandwidth at each computer is at least 100 kbps. The network card for each computer is at least 10/100/1 Gb.

   The district provides 1 Gb to each classroom. The network card for each computer is also 1 Gb. Thus, we meet this standard.

C. Networking (LAN/WAN)

1. The district provides internal wide area network (WAN) connections from the district to each school between schools of at least 1 Gbps per 1,000 students/staff.

   All schools provide 10 Gbps speeds to each building’s core switch meeting our 2014-2015 goal.

2. The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.

   The district has a system of secure servers that house all of our data files. The system is automatically archived and backed-up daily.

D. Access to the Internet Outside the School Day

1. The district provides access to its computer labs before and after school to ensure that students and staff have adequate access to the Internet outside of the school day.

   The Revere Public Schools are open both in the morning and after school for student access to computer labs and internet services. In addition, we work with Comcast and the Internet Essentials program to ensure families have access to low cost internet at home. We provide 24 hour wireless access for students within range of school buildings even when the schools are closed.

\(^7\) For more information, see the 2008 report *High-Speed Broadband Access for All Kids: Breaking through the Barriers* published by the State Educational Technology Directors Association (SETDA), available on SETDA’s website ([http://www.setda.org/web/guest/2020/broadband](http://www.setda.org/web/guest/2020/broadband)).
2. The district disseminates a list of up-to-date list of places where students and staff can access the Internet after school hours.

Through the plan described in #1 above, teachers and students have unlimited Internet access in and around all school buildings at any time.

By the end of the 2018-2019 school year, we plan to have at least 10 “hot spots” throughout the city where Revere Public Schools students can access the internet; and therefore, their school work.

E. Staffing

1. The district provides staff or contracted services to ensure that its network is functioning at all times.

The district has a dedicated team of 7 IT specialists to ensure the network is functioning at all times. In addition we work with an outside provider (MEC) that strives to provide 99% Internet up-time.

2. The district provides resolves technical problems within 24 hours, so that they do not cause major disruptions to curriculum delivery. The district provides clear information about how to access technical support, which can be provided in person or remotely.

All technology issues are dealt with in a timely manner – typically within an hour. All teachers and staff members can access technical support through our Internet-based HelpDesk and all teachers are trained to use the HelpDesk.

3. The district provides at least one FTE person to support 400 computers. Technical support can be provided by dedicated staff or contracted services.

We have 8 full time IT technologists, an AV Media specialist and a Director of Administrative Technology. In addition, we have 3.5 full time IT assistants. This equates to 13.5 FTE Technology support personnel. With our 5500 computers, the ratio becomes 1:407; thus approaching the standard.

**Benchmark 5**

**E-Learning and Communications**

A. The district encourages the development and use of innovative strategies for delivering high-quality courses through the use of technology.

We offer Apex courses for students, and a Video-in-The Classroom course for teachers. In addition, we engage students in on-line learning ST Math, Lexia, Agile Mind, and Schoology. Our newly named Director of Application Development is helping teachers and schools design apps that meet specific student needs.
B. The district deploys IP-based connections for access to web-based and/or interactive video learning on the local, state, regional, national, and international level.

The district provides the infrastructure and tools necessary to engage in interactive/web-based learning at the global level.

C. Classroom applications of virtual learning include courses, collaborative projects, field trips, and discussions.

The district provides the infrastructure and tools necessary to engage in interactive/web-based learning at the global level.

D. The district maintains an up-to-date web site that includes information for parents and community members.

Revere Public Schools has a web-master where updates are continuous. The district has a district web page with links to the individual schools. In addition, parents can link through our website to student performance data through the parent portal to our student information system. Our new, updated website was launched in January, 2018.

Benchmark 6
Safety, Security, and Data Retention

A. The district has a CIPA-compliant Acceptable Use Policy (AUP) regarding Internet and network use. The policy is updated as needed to help ensure safe and ethical use of resources by teachers and students.

The district’s AUP is CIPA-compliant and is updated annually. All students and teachers sign a release indicating they have read and understand the policy. In addition, both teachers and students receive training to understand the AUP. Beginning with the 2015-2016 school year, teachers will access and electronically accept the AUP and other such policy forms through MyLearningPlan.

B. The district educates teachers and students about appropriate online behavior. Topics include cyberbullying, potential risks related to social networking sites and chat rooms, and strategies for dealing with these issues.⁸

Such instruction occurs with all teachers upon hire. On-going instruction occurs through department/principal meetings. For students, these topics are covered through their technology classes beginning in elementary school. Six of our eleven schools have social programs such as Student Advisory periods during which these issues are discussed and addressed. We continue to refine and adjust programming to include internet safety as part of our Social and Emotional Learning program.

⁸ To learn more about teaching students about safety and the Internet, see Net Cetera: Chatting with Kids About Being Online, a free guidebook produced through a partnership of federal agencies and the technology industry (http://www.edgovblogs.org/duncan/2009/12/online-safety-guidebook-for-parents/).
C. The district has a plan to protect the security and confidentiality of personal information of its students and staff.\footnote{9}

All computers have anti-virus software, updated continuously, to protect against viruses and malware both of which have the potential to harvest personal and private information. In addition, our firewalls have similar protections at the entry point from the Internet.

D. The district complies with federal and state law\footnote{10}, and local policies for archiving electronic communications produced by its staff and students. The district informs staff and students that any information distributed over the district or school network may be a public record.

Our district archives all e-mails indefinitely and each e-mail originated from with the Revere Public Schools’ system includes a disclaimer regarding privacy and public information.

\footnote{9}To find out how state agencies in the Executive Branch must protect personal information, as well as to find training tools related to this effort, see the Commonwealth’s website (\url{http://www.mass.gov/?pageID=afsubtopic&L=6&L0=Home&L1=Research+%26+Technology&L2=IT+Policies%2c+Standards+%26+Guidance&L3=Legal+Guidance&L4=Privacy+%26+Security&L5=Executive+Order+504&sid=Eoaf}).

\footnote{10}Information about state regulations is available from the state’s Record Management Unit (\url{http://www.sec.state.ma.us/arc/arcrmu/rmuidx.htm}).