



April 2, 2020

Dear students, staff, and caregivers,

As we begin week three of our school closure, I want to give thanks to each of you for the work you have done to keep students safe and connected during this crisis. For all of us, that is our main priority. Our ways of being have changed completely and we've been forced to develop new routines for physical, social, and academic wellbeing. Our first priority, especially in the coming week, is connecting with students and families to ensure that everyone has access to crucial social connections and public health information. We want to make sure every student has their basic needs for food and shelter, and safety met. We want every family to know how to obtain school meals, devices, internet access, and other supports offered by the city via [revere311](https://www.revere311.com). If anyone reading this knows of a student or family we can help, please reach out to us so we can connect them with the right resources. Contact numbers for each school are listed at the end of this document.

In addition to caring for each other socially and emotionally, now is also the time to start thinking about how we can help students move forward academically. Despite the challenges of not being in school and not being in the physical company of teachers, learning needs to be part of everyone's new daily routine. As time passes and we learn more about the patterns and behaviors of the Corona Virus, it appears less and less likely to me that we will be able to reopen schools this year. Our hope remains that we will find a way to do so; but we determined the best strategy is to plan as if we will not be back and then hope we are wrong. If schools reopen, the grading sections below will be changed to reflect numerical grading of assignments and assessments that occur in school.

The purpose of this document is to outline clearly how each member of the Revere Community can support student growth. The first way we can all do this is by ensuring students are safe. This document has been informed by teachers, parents, high school students, and guidance from Commissioner Riley. Resources from other school districts, particularly Lexington and Monomoy, were also informative to this document.

Thank you again for everything you do to support all members of the Revere Public Schools community. We know we will struggle and make mistakes in this remote learning environment but if we support each other and take care of each other (and ourselves) emotionally we will learn new ways to help our students be successful.

Be well,

Dianne K. Kelly, Ed.D.
Superintendent
Revere Public Schools

Remote Learning

The Department of Elementary and Secondary Education and Commissioner Riley have provided the following guidance on remote learning: Remote learning can encompass a wide variety of learning opportunities. While technology can be a supportive tool, districts and schools should also consider ways that student learning can continue offline. This could include exploring the natural world, activities to support students' local communities (with appropriate social distancing), and engaging, hands-on projects and artistic creations that stem from students' own passions and experiences.

The Revere Public Schools embraces these ideas as a foundation for our remote learning plan. Students and caregivers can expect teachers to post a range of learning activities that may or may not involve the use of technology. We know that families and staff have different levels of expertise in the use of technology. We hope this system meets the needs of all and can be customized, to some degree, for individuals.

Anyone initiating a video meeting is reminded that teachers may record themselves, but not students. Whenever a video meeting is being recorded, it should be announced to everyone on the video conference at the start of the meeting. All participants should be mindful of the background items visible in the video. There are some things that we do not need to know about each other. A suggestion is to position the camera with a blank wall or door behind the video participant to increase privacy.

The Revere Public School's Acceptable Use Policy and Bullying Policy still apply in the remote learning environment. Teachers will notify Assistant Principals of infractions and disciplinary action may be taken. **Parents and family members need to keep in mind the privacy of other students in classroom meetings. No screen shots, videos, or other use of video conference meetings is allowed.**

Students and Families

Our plan is to make appropriate resources available and accessible for all students and their caregivers. We are not specifying work periods because we know these may vary based on teacher, student and family needs. Students should spend roughly 3 hours each day on remote learning. These 3 hours should include some art, music, or physical activity.

Most lessons provided by teachers will be designed so students can complete them at any time. In some cases, teachers will set up voluntary class meetings through Google Hangout or a similar online forum. Other teachers and staff members may prefer to reach out to students and families by email or phone. Note that some calls may come up as "Restricted/No Caller ID" so teachers can keep their personal phone numbers private. Families should encourage students to complete the work teachers provide and assist them as much as possible.

Parents – we realize how overwhelming all of this may be for you. In addition to taking care of your family's health and wellness, you are likely dealing with changes to your own working situations and trying to figure out financial changes. Please don't let this school closure period detract from your ability to focus on those very important matters. Do the best you can. When we get through this crisis, we will be planning on how to further support students over the summer and into the next couple of academic years to get everyone caught up.

Regular communication with students will help maintain a sense of classroom community and is strongly encouraged. Communication can take many forms including group emails or posts to Google classroom, written feedback on students work, or check-ins with students using a chat platform. Communication in

both directions, from schools to families and from families to the schools will be important to each child's progress. Families and students should reach out to the teacher or other school staff if additional support is needed in order to complete any work. We are all here to help and will do whatever we can so all students will be successful. Because schools are closed, email or telephone (and Dojo at the elementary level) will be the best way to reach out. Please leave a message if you get an answering machine. Contact information for each school is listed at the end of this document.

Classroom Teachers in Grades PreK-5

Educators in Grades K-5 are likely to communicate with families using Class Dojo. They will also be checking email regularly. Some may share videos to assist students in their learning. All assignments will be available to students and caregivers on the RPS remote learning site at this link: <http://www.reverek12.org/Content2/21338>. Teachers will upload lessons for any given week on the previous Friday so we urge students and parents to check for new assignments regularly.

Expectations of lessons and assignments at the elementary level are that they focus primarily on reinforcement and practice of previously taught curriculum as well as enrichment activities that allow students to explore previously taught topics more deeply. Where teachers feel it is appropriate for a particular group of students, they may introduce new concepts that build on the previously mastered content. Activities should engage the *independent* learning level, and students should be able to complete those activities without extensive support from caregivers.

Feedback and Grading in grades PreK-5

Teachers will provide feedback to students and parents on the work students complete. They will identify any changes in standards met between the 2nd trimester report card and the end of the school year. Students who are not meeting the standards for promotion will be given additional learning opportunities to demonstrate mastery when we return to school or over the summer. Students who were not demonstrating adequate progress prior to when schools closed will also have the opportunity to participate in additional programming over the summer or when we return to school.

Teachers and administrators will be in touch with the families of students they are considering for retention by May 1st.

Core Academic Teachers in Grades 6-12 (including ESL and Sheltered EL sections)

Educators in grades 6-12 are more likely to communicate directly with students through email. They will also be checking email regularly. Some may share videos to assist students in their learning. All assignments will be available to students and caregivers on the RPS remote learning site at this link: <http://www.reverek12.org/Content2/21338>. Teachers will upload lessons for any given week on the previous Friday so we urge students and parents to check for new assignments regularly.

At the secondary level, expectations are that lessons provide students with even greater opportunities to extend previous learning than at the elementary level. High school grade levels are more likely to introduce new content. Still, all should acknowledge that the pace of new learning and the introduction of new concepts will be slower than in the traditional school environment where students have at least 1 hour a day with each of their teachers. Replicating that contact time is simply not possible in our remote learning environment and expectations for teaching and learning should match our current state.

Grade 6-12 Feedback and Grading

Teachers will provide feedback to students on the work they submit. Students who successfully complete at least 60 percent of posted assignments from April 6th through the end of the school closure will earn

credit for that course at the end of the school year. That credit, although not numerical, will be used along with grades earned earlier this year to assign course credit for promotion and graduation. Reports to students and families will indicate either Met Competency (CO) or has Not Yet Met Competency (NY). Teachers are working together now to develop shared course materials and expectations to foster equity in these areas. Ultimately, students should be given clear feedback on graded assignments to help them succeed and teachers will base their overall determination to grant credit (or not) based on the collection of work at the end of the school closure period. Teachers will clearly identify to students which assignments are going to be graded.

Students who do not earn credit (students who have Not Yet Met Competency) during the closure period will be given the opportunity to complete work to move to a Met Competency rating and earn credit when we return to school or over the summer. Our goal is to ensure all students have the chance to move forward in their academic careers without the following specific grading policies that typically influence credit decisions and which are no longer feasible. However, students will be required to show they are ready to move forward. Students who were not demonstrating adequate progress prior to when schools closed will also have the opportunity to participate in additional programming over the summer or when we return to school.

For high school students and caregivers,

- Grade point averages will be based only on work completed when school is/was in session.
- The portfolio requirement for students in the class of 2020 is waived.
- All students will need to meet their community service requirements for graduation. Counselors will be in touch with ideas particularly for seniors who have not yet earned enough community service hours. Some ideas include participating in the City of Revere COVID 19 volunteer group making phone calls to seniors and helping younger students they know personally through on-line tutoring.
- We are waiting for guidance from the Commissioner of Education on when graduation exercises can be held and/or diplomas can be conferred. The best information we have right now, if school does not reopen, is that we can plan for the end of June. We will update when we have more information.
- This year there will be no Quarter 3 and Quarter 4, Instead, there will only be a Semester 2. Students who meet competency as described above will receive a full (1) credit toward graduation requirements. Students will be awarded the credit for that class if their combined numerical grades in Quarter 3 (prior to school closure), and engagement in Remote Learning demonstrates competency for that class. Teachers will weigh work students did prior to closure along with work they submitted during any part of the closure in their consideration of whether or not credit has been earned.
- At SeaCoast, the shutdown of schools coincided with the beginning of trimester 3. As such, trimester 3 course expectations and competencies have been specifically modified for remote learning. SeaCoast already has a competency based grading system in place, and trimester 3 grades will be assigned as either Met Competency (CO) or has Not Yet Me Competency (NY).

Administrative Support of Educators and Students

Educators will not be evaluated on the lessons and supports that they are providing to the remote learning space. Administrators understand that this is a new learning environment for us all, and administrators will take a supportive role with staff in the development and implementation of remote lessons. Administrators support student participation by intervening with families and directing resources where needed based on feedback from teachers of and/or parents students who are not accessing the materials or doing the work.

Administrators will also communicate by email or host a virtual meeting to keep staff updated and provide support at least weekly. Staff members who are unable to attend a scheduled meeting will let their administrator know in advance (if possible) and will follow up at a later time.

Counselors, social workers, and psychologists:

Counselors, social workers and psychologists are available to respond to student, parent, staff, and administrator requests for support and can be reached through email (or Dojo at the elementary level). They will reach out regularly to the students with whom they already have close relationships. In some cases, this may be by phone or email. In other cases, they may host a group video meeting. When hosting group meetings, all participants will be reminded to not share confidential information. If parents are unsure of who to contact for support, please call your child's teacher or principal. They will be able to direct your needs to the right support person.

Encore Teachers

Teachers of Art, Music, Health Education, Physical Education, and other such courses often have hundreds of students on their caseload. They will provide lessons for their students on our remote learning website. Their communication with individual students will only occur as needed to encourage participation by students not completing work and will be much less frequent than that of other teachers.

Reading and Math Interventionists

Interventionists should work with the classroom teachers of students on their caseload to monitor student progress and provide support to students in completing lessons. They should connect with their students/families at least weekly. In addition, remote learning opportunities and supports will be available to students and caregivers on the RPS remote learning site at this link:

<http://www.reverek12.org/Content2/21338> Teachers will upload lessons for any given week on the previous Friday so we urge students and parents to check for new assignments regularly.

English Learner Teachers

English learner teachers who work with students in a pull-out or push-in model should work with the classroom teachers of students on their caseload to monitor student progress and provide support to students in completing lessons. They should connect with their students/families at least weekly. When necessary, they should arrange for translation services using a school-based translator or a translator from the Parent Information Center. In addition, remote learning opportunities will be available to students and caregivers on the RPS remote learning site at this link: <http://www.reverek12.org/Content2/21338> Teachers will upload lessons for any given week on the previous Friday so we urge students and parents to check for new assignments regularly.

Nurses

School Nurses should maintain contact with students/families on their caseload and with students identified as high risk. School Nurses should maintain a log of their student and caregiver interactions. When their schedules allow, school nurses can assist the Revere Public Health Department through this crisis. Nurses may adjust their work hours to facilitate work with the Revere DPH as long as student needs are met.

Literacy Coaches, Math Coaches, and Consulting Teachers

Teachers whose primary function is working with other teachers in a coaching or consulting capacity should continue to support teachers in similar ways. They may provide resources that help teachers develop lessons, host voluntary on-line chats or video conferences, and facilitate lesson differentiation.

Services for Students with Special Needs

Special Education Teachers and therapists will be providing ongoing support and resources for families to access these materials. If families need additional support or assistance accessing these materials please contact your child's classroom teacher, special education liaison, or related service provider (OT, PT, Speech or Counseling). Based on what is reasonably appropriate, Revere Public Schools will be providing learning opportunities in addition to those provided by classroom teachers and/or related services to students with special needs during the school closure.

Special Educators and Related Service providers will work with families to determine the types of realistic and appropriate services that can be provided remotely (for example: instruction via google classroom, hangouts, zoom, etc.) during the school closure period. Although we understand that the frequency and duration of student services may not be able to match the IEP service delivery exactly, what is reasonably appropriate will be determined on a case by case basis. Additional services and supports will be available to all students when school resumes.

Special Educators

Special education teachers will be in touch with families regularly to determine which services and supports are able to be delivered remotely. Supports and resources will be available for all students with special needs to help them access remote learning opportunities. Students who are educated primarily in the general education setting will receive remote learning materials from the general education teacher and will receive additional support, resources and instruction as needed from their special education teacher. Students that typically receive instruction outside of the general education setting (pull-out services, resource room or small learning group) will receive support, resources and direct instruction from their special education teacher. If students or families have any questions regarding services for their child, please contact your child's school or the special education office.

Related Service Providers

Related service providers will be in touch with families regularly to determine which services and supports are able to be delivered remotely. Speech and Language pathologists, Occupational Therapists, and Physical Therapists will, as is appropriate, schedule online activities for students for maintenance of skills and will upload materials to the RPS website to support students. They will check in weekly with students/families on their caseload using a format that is agreeable to the educator and the family.

Team Chairs (Educational Testing Liaisons - ETLs)

Meetings will be held remotely, with consent from parents that are currently scheduled, and they will need to reorganize evaluation schedules and initial/three-year/annual meetings (to be held remotely). Team Chairs will collect, organize, and disseminate resources for special education staff, provide ongoing support for all special educators and related service providers, and coordinate with outside service providers, in conjunction with clinical staff, to ensure wraparound services continue. If you have questions, please reach your to your child's ETL:

Name	Role/School	Email
Erin DeMaura	Whelan Elementary ETL	edemaura@reverek12.org
Robin Friedman	Revere High and Seacoast ETL	rfriedman@reverek12.org
Stacie MacKenzie	Early Childhood ETL	smackenzie@reverek12.org
Kristen Meagher	Lincoln and Paul Revere Elementary ETL	kmeagher@reverek12.org
Janice Nigro-DiRamio	Out-of-District ETL	jnigro-diramio@reverek12.org
Kathleen Foreman	Garfield Elementary and Middle School ETL	kforeman@reverek12.org

Stephanie Scalese	Rumney and Susan B Anthony School ETL	sscalese@reverek12.org
Phyllis Yewcic	Beachmont and Hill Elementary ETL	pyewcic@reverek12.org

In Closing

We acknowledge that much of the preceding is focused on academics. However, we want to emphasize that the most important outcome is for students to feel cared for and supported by teachers, and to be meaningfully engaged in learning activities each day for some portion of the day. We want all educators to stay in touch with students and their families during this difficult time, providing guidance, support and encouragement along the way. We also want students and families to stay in touch with us so we can refine our practices and improve our ability to meet each student’s individual needs.

School Contact Information:

School	Principal	Phone	Principal’s email
Beachmont	Dr. Percy Napier	781-286-8316	pnapier@reverek12.org
Garfield Elementary	Corbett Coutts	781-286-8296	ccoutts@reverek12.org
Hill	Melissa Lomas	781-286-8284	mlomas@reverek12.org
Lincoln	Sara Hoomis Tracey	781-286-8270	shoomis@reverek12.org
Paul Revere	Donna Bonarrigo	781-286-8278	dbonarrigo@reverek12.org
Whelan	Jamie Flynn	781-388-7510	jflynn@reverek12.org
Garfield Middle	Stephen Pechinsky	781-286-8298	spechinsky@reverek12.org
Rumney Marsh Academy	Dr. Richard Gallucci	781-388-3500	rgallucci@reverek12.org
Susan B. Anthony	Joanne Willett	781-388-7520	jwillett@reverek12.org
Revere High	Dr. John Perella	781-286-8220	jperella@reverek12.org
Seacoast	Steven Magno	781-485-2715	smagno@reverek12.org

Other District Office and City Contact Information:

Name	Role/Department	Phone
Matthew Costa	Director of STEM Disciplines	mcosta@reverek12.org
Diana Finn	Director of Guidance	dfinn@reverek12.org
Dr. Lourenco Garcia	Exec. Dir. Data and Accountability	lgarcia@reverek12.org
Dr. Dianne Kelly	Superintendent	dkelly@reverek12.org
Albert Mogavero	Dir. of PIC/ELL/World Language	Amogavero@reverek12.org
Dr. Daniele Mokaba Bernardo	Assistant Superintendent	dmokaba@reverek12.org
Wesley Pierce	Director of Student Services (6-12)	wpierce@reverek12.org
Dr. Christina Porter	Director of Humanities	cporter@reverek12.org
Joanna Rizzo	Director of Student Services (PK-5)	jorizzo@reverek12.org
Frank Shea	Dir. of Physical Education/Health	fshea@reverek12.org
Briana Tsoupas	Assistant Director of Curriculum	btsoupas@reverek12.org
Dr. Josh Vadala	Assistant Superintendent	jvadala@reverek12.org
	Curriculum Office	781-286-8257, 781-286-8258
	Early Childhood Office	781-286-8305

	English Learner Office	781-485-8453
	Food Services	781-286-8218
	Guidance Office	781-485-2738
	MGH School Based Health Center	781-284-1481
	Parent Information Center	781-485-8453
	School Resource Officers	781-286-8263
	Special Education Office	781-286-8240
	Superintendent's Office	781-286-8226 then press 1
	Mayor's Constituent Services	311
	State of MA Constituent Services	211
For up to date information on city services and COVID19 visit: https://www.revere.org/departments/public-health-division/coronavirus		