Revere School Committee Meeting Agenda
January 20, 2026

A Regular Meeting of the Revere School Committee will be held on **Tuesday, January 20, 2026, at 6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from PC, Mac, iPad, or Android:
https://us02web.zoom.us/j/87621779399?pwd=AsieImgZXMAd9FahyQ178f7EvObNKt.1
Passcode:405558

Watch on Revere School Committee YouTube
https://www.youtube.com/c/revereschoolcommittee

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
   a. "Understanding How to Support Our Scholars with Big Feelings" – Lincoln School
   b. "PRIDE Time: Belonging by Design (SBA Advisory Program)" – Susan B. Anthony Middle School
   c. "Supporting Students Through Strong School Operations" – Coordinators of Operations, Data, and Assessment
7. Report of the Sub-Committees (None)
8. Motions
9. Hearings (None)
10. Unfinished Business
    a. Middle School Placement Update
    b. RPS Safety Working Group Update
11. New Business (None)
12. Executive Session (None)
13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools   DK/rp

File: BEDH - PUBLIC Comment AT SCHOOL COMMITTEE MEETINGS

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

The Revere School Committee desires and encourages community members of the district to attend and/or participate its meetings so that they may become better acquainted with the operations and the programs of Revere Public Schools. In addition, the Committee would like the opportunity to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. These matters include the budget for the Revere Public Schools, the performance of the Superintendent, and the educational goals and policies of the Revere Public Schools. Therefore, the Committee has set aside a period of time at each regular School Committee meeting to hear from the public. This time shall be available at every School Committee meeting whether held in person, online, or hybrid (both in person and online).

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

1. Members of the public can sign up for public comment starting 15 minutes before each regularly scheduled School Committee meeting and up until the end of the public comment period. Individuals or group representatives can sign up using the sign-in sheet provided by the School Committee and located in the back of the School Committee room. Members of the public who attend the meeting online/remotely can sign up by entering their name into the Zoom chat box. The sign-up sheet and/or online list will be provided to an officer of the Committee just prior to the meeting being called to order and any additional entries will be provided to the officer conducting the roll call for public comment on a rolling basis, until the end of the public comment period.

2. At the start of each regularly scheduled School Committee meeting, individuals or group representatives who have signed up to speak will be invited to address the Committee during its 15-minute public comment period, which shall be known as Public Speak. Public Speak shall occur prior to discussion of Agenda items, unless the Chair determines that there is a good reason for rearranging the order at a public meeting that is unrelated to deterring participation in Public Speak.

3. All speakers are encouraged to present their remarks in a respectful manner.

4. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.

5. Public Speak shall concern items that are not on the School Committee's agenda, but which are within the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Revere Public Schools, or the performance of the Superintendent.

6. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material.

7. Large groups addressing the same topic are encouraged to consolidate their remarks and/ or select a spokesperson to comment at Public Speak.

8. Copies of public comments shared during the public comment period may be presented in writing to the Committee before the meeting for Committee members to review and for inclusion in the meeting minutes.

9. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis Revere Public Schools of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee by telephone or email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.

10. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/ or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/ or to the extent they exceed the scope of the School Committee's authority.

Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only difference will be the manner in which those wishing to speak sign up. Members of the public wishing to speak can sign up for public comment at the beginning of the meeting via the chat feature and up until the end of public comment.

Participating in Public Comment Remotely During In-Person Meetings

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person.

This would entail the opportunity to view meetings in a "live stream" mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

State law also provides that: No person shall address a public meeting of a public body without permission of the chair of the meeting, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

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

SOURCE: MASC
Amended by Revere School Committee: July 2024

JANUARY 20TH, 2025

STUDENT REP REPORT

PRESENTED BY **THE STUDENT ADVISORY BOARD**

STUDENT ADVISORY BOARD

GENERAL LAW – PART I, TITLE XII, CHAPTER 71, SECTION 38M

School committees of cities, towns and regional school districts shall meet at least **once every other month**, during the months school is in session, with a **student advisory committee** to consist of **five members** to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.

STUDENT ADVISORY BOARD

SEMESTER CONCLUSION

Today marks the start of the new semester. As teachers finalize and submit grades from the previous semester, students are transitioning into their second-semester classes with course syllabi are being distributed. The first semester concluded successfully, with seniors completing their college applications and looking forward to the many end of the year events.

1st	New Year's Day	No School
2nd	Holiday	No School
14th	Early Release (All Schools) PD	
19th	MLK Day	No School

19 student days

JANUARY '26

M	T	W	Th	F
			H	V
5	6	7	8	9
12	13	(14)	15	16*
H	20	21	22	23
26	27	28	29	30

STUDENT ADVISORY BOARD

Sports Round-Up

① For the first time all season, the boys' Freshmen, JV, and Varsity teams all secured wins on the same night over Northeast in a packed field house.

② Middle School Lady Pats get the win against Chelsea.

RHS CLUB REPORT

Speech & Debate

Speech & Debate is excited to hold its first-ever Song Soliloquy tournament at RHS, especially for newcomers to get a feel for the club. This will be held on January 30 to perform a monologue using the lyrics of a song of your choice.

Robotics

The FIRST Robotics Competition season has begun for our NUTRONs team. Students and mentors are busy designing, building, and programming industrial-sized robots to compete in this year's exciting new game.
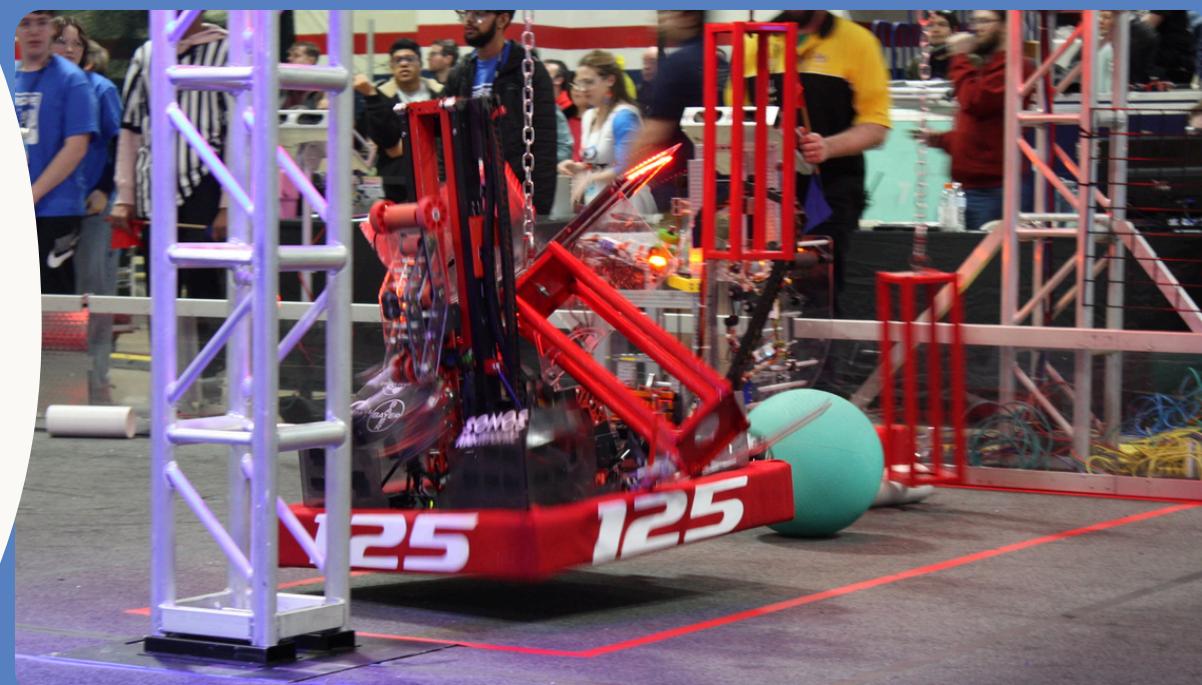
RHS CLUB REPORT

Model United Nations

Model UN held its first in-house conference of the year on December 13, focusing on psychological warfare and the use of social media and AI. We are excited to attend Boston University Model United Nations in February, the biggest tournament of the year.

Mock trial

The Mock Trial season has begun for our team. Students have completed their first trial against Cambridge Rindge and Latin and won. The team is now preparing for upcoming competitions.
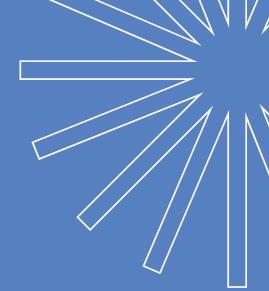
JUNIOR PROM

Junior Prom has officially been scheduled for March 27, 2026. This is a special milestone, and planning is already underway. Potential themes being considered include Starry Night, Hollywood, and Enchanted Garden.

We All Have Feelings and Some are **BIGGER** than Others!

- When students are emotionally dysregulated, the adults are here to support them using co-regulation strategies.
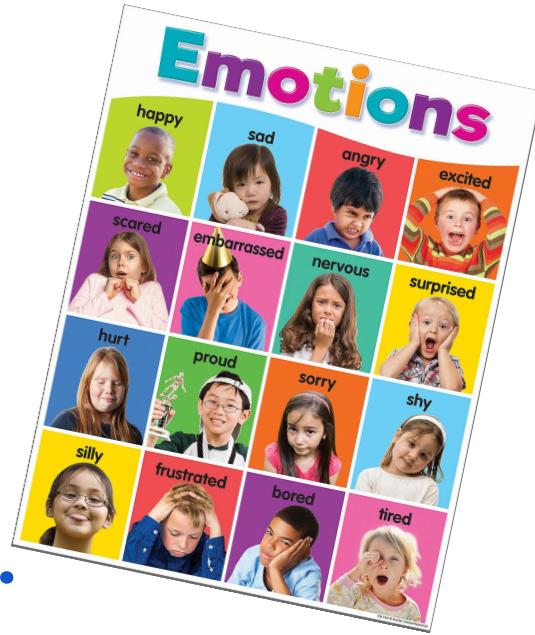
What is Regulation/Co-Regulation?

- Regulation is the state of our body's nervous system where we can access higher thinking because our basic needs have been met.

- Children do not necessarily develop the skills needed to regulate their nervous systems independently; they learn regulation through the repeated experiences of being co-regulated by an attuned and grounded adult.

- Co-Regulation is when a child and a nurturing reliable adult share a sense of safety and engage in warm and responsive interactions to learn how to soothe and manage distressing emotions.

The Adult provides intentional modeling of the regulated state and the child learns self-regulation.

MTSS-Tier 1:

★ Tier 1 SEL interventions provide a foundational level of support for all students, promoting their social, emotional, and academic well-being and contributing to a positive school climate. Interventions include:

- Classroom lessons
- Calming corners
- Fidget tools use
- Positive self-talk
- Classroom community building activities
- Classroom jobs
- Group positive incentives
- Daily check ins or group circles
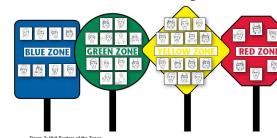
Why the Zones of Regulation?

The Zones of Regulation is a research-based framework that focuses on building the complex skill of self-regulation for all ages and abilities. It uses common language and color-coded visuals to help students learn:

- **Emotional Awareness:** Identifying feelings and physical body signals.
- **Vocabulary Development:** Using a shared, common language to express emotions.
- **Identifying Triggers:** Understanding internal and external factors influence a shift in zones.
- **Coping Strategies ("Tools"):** Learning and practicing different strategies to use when in a zone (e.g., deep breathing, taking a break, exercise).
- **Social Awareness:** Reading facial expressions and body language in others, fostering empathy and positive social interactions.
- **Co-regulation:** Adults model calmness and nurturing to help scholars manage their emotional states.

What are the Zones?

The ZONES of Regulation®
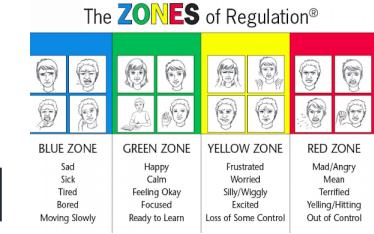
Blue Zone: Slow, Sad, Tired

- **Green Zone**: Happy, Calm, Focused
- **Yellow Zone**: Wiggly, Silly, Frustrated
- **Red Zone**: Mad, Yelling, Out of Control

We are learning how to understand our feelings!

All feelings and all zones are okay!

Learning the Zones

- School social workers are working with staff to teach the Zones curriculum beginning with our youngest students
- Lessons/circles are providing students with common language skills and visuals to understand self-regulation
- Staff are learning strategies to help students co-regulate

Steps to Co-Regulate

1. Establish Safety- use a low calm voice and use fewer words. "I can tell you seem upset." Pause "I want to help you with this feeling." Pause "I'm going to help you get to a safe/calm space."

2. Get closer, get on their level and show them you are there with them.

3. Breathe, take long deep breaths. Use phrases like "deep belly breath and then blow out the candle" or "smell the flowers blow out the birthday candle"- It still works if you are doing the deep breathing even if they are not- They borrow our calm!

4. Offer choices, "Do you need a break? Read a book or go get water?"

★ Students need to be emotionally regulated before they can make choices and reason with adults.

★ Allow time for processing for response.

Closing:

"Big feelings aren't problems to fix—they're opportunities to teach." — **Trauma-informed education principle**

PRIDE TIME; BELONGING BY DESIGN

Susan B. Anthony Middle School
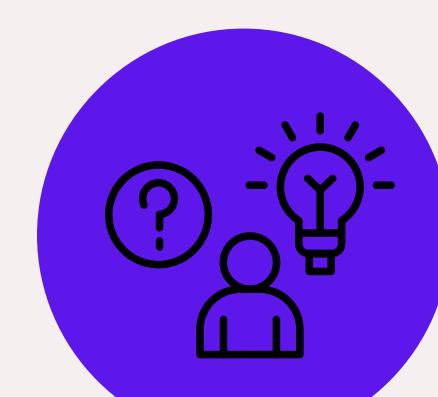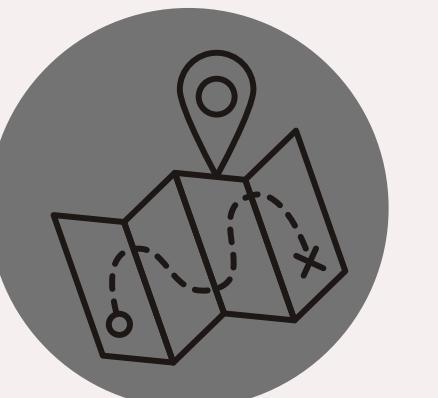
WHY & HOW

All secondary schools have an advisory program to start the 25-26 SY

- intentional
- uniquely tied to the needs of SBA students
- aligned with School Improvement & Equity Plans and School Vision

185 Days of Elevating Excellence

BELONGING

Ensuring every student and staff member feels valued and included.

SOCIAL EMOTIONAL LEARNING

Developing students' emotional intelligence and interpersonal skills and supporting the emotional well-being of our staff.

RESTORATIVE PRACTICES

Fostering a positive school climate by through conflict resolution and community building.

DEEPER LEARNING

Encouraging critical thinking, problem-solving, curiosity, and real-world application.

EQUITY

Providing equal opportunities and support to all students ensuring fair treatment and inclusivity.

ACADEMIC RIGOR & HIGH EXPECTATIONS

Challenging students to reach their potential through rigorous curriculum and high standards.

JOY

Creating a joyful and engaging school environment that fosters a love of learning.

UNIVERSAL DESIGN FOR LEARNING

Offering flexible approaches to teaching to accommodate diverse learning needs.

ELEVATING EXCELLENCE THROUGH COLLABORATION

Working together with families, staff and the community to achieve shared goals.

Advisory is tied to the Pillars of #185DaysofElevatingExcellence

A small group of students with a staff member! Everyone is a part of it!
Belonging
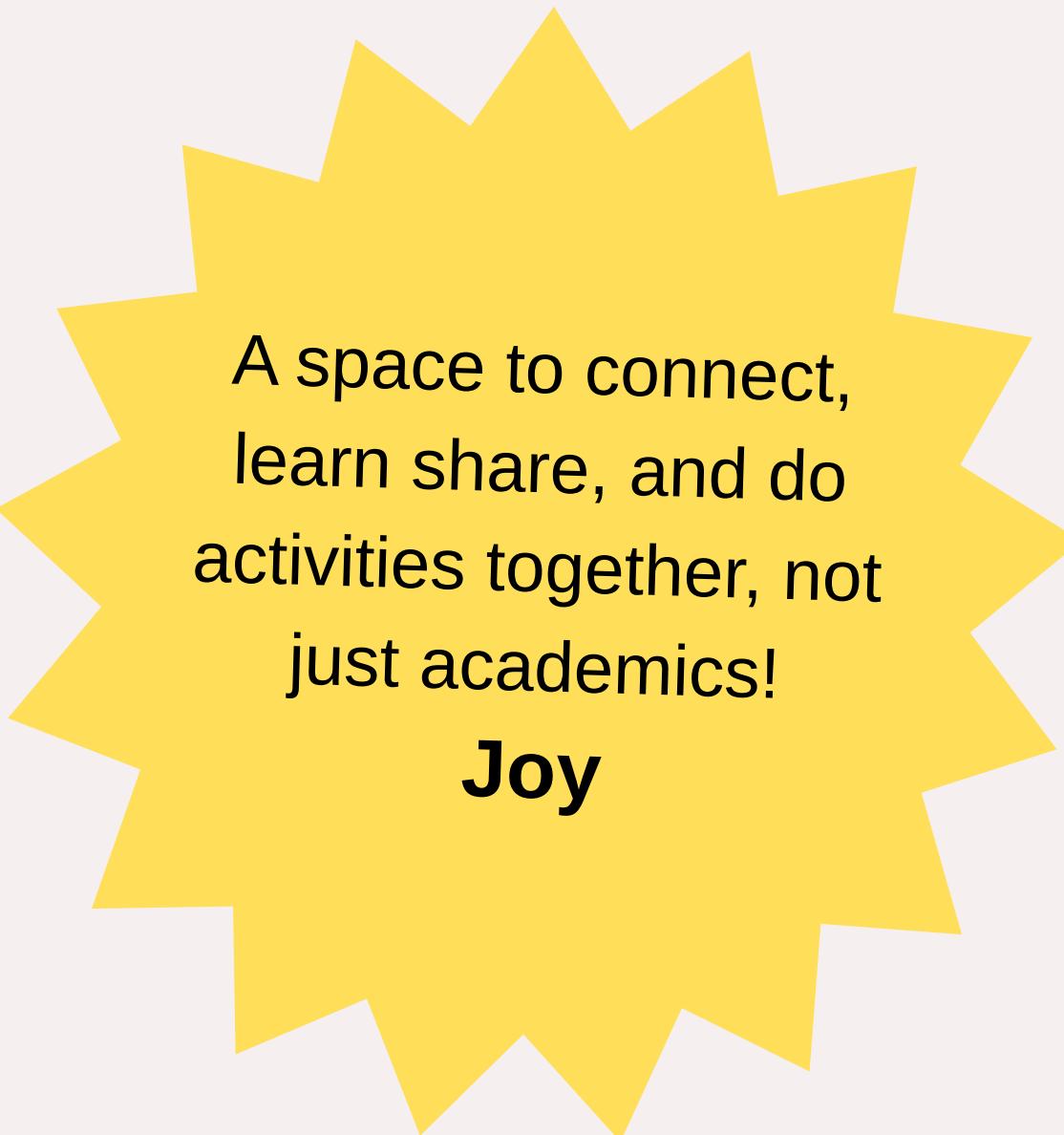
A space to connect, learn share, and do activities together, not just academics!
Joy
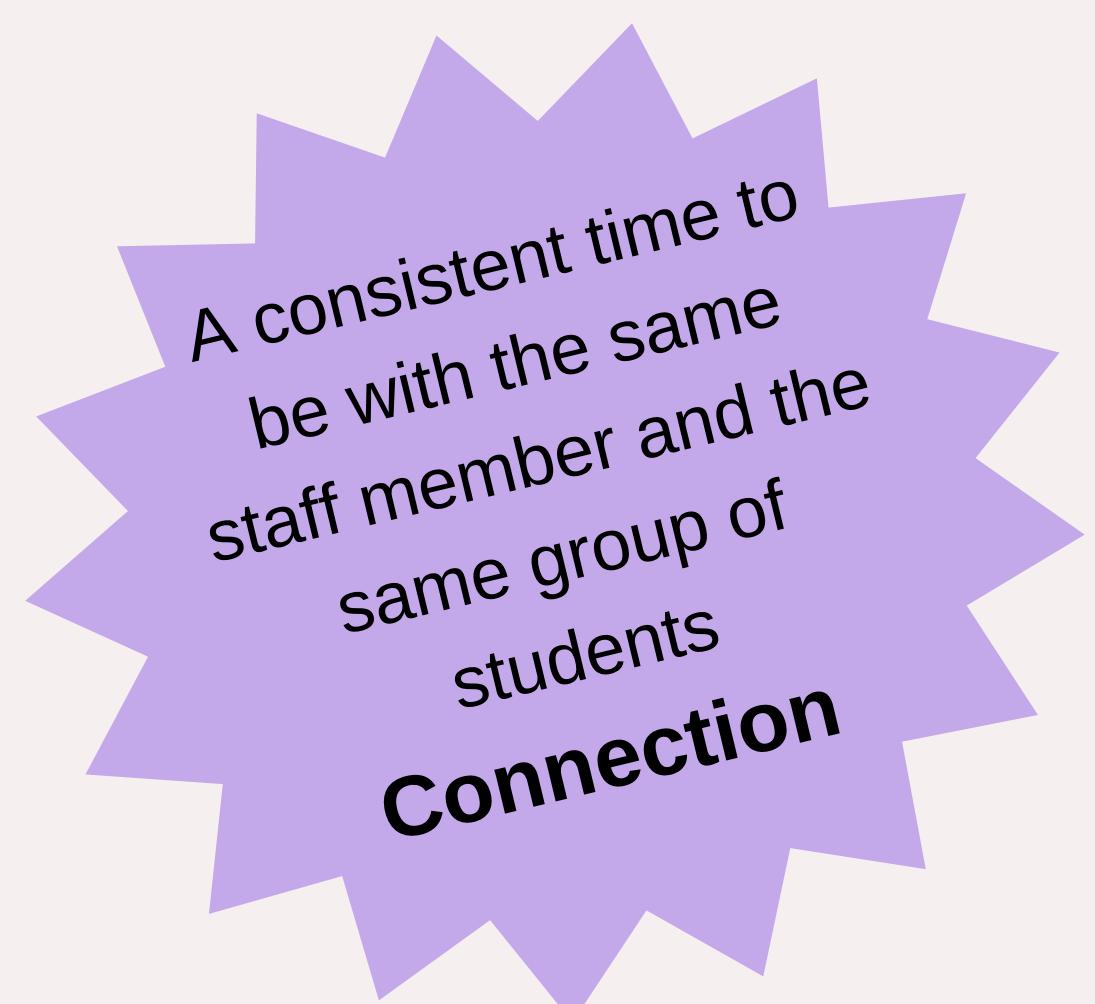
A consistent time to be with the same staff member and the same group of students
Connection

Why Advisory, Why Now?

- Rising need for student connection, regulation, and engagement

- Advisory created protected time for relationship building

- When students feel connected to an adult and a peer group, they're more likely to come to school

- To make sure everyone has a place where they belong.

What happens in Advisory?

Community building and Check ins
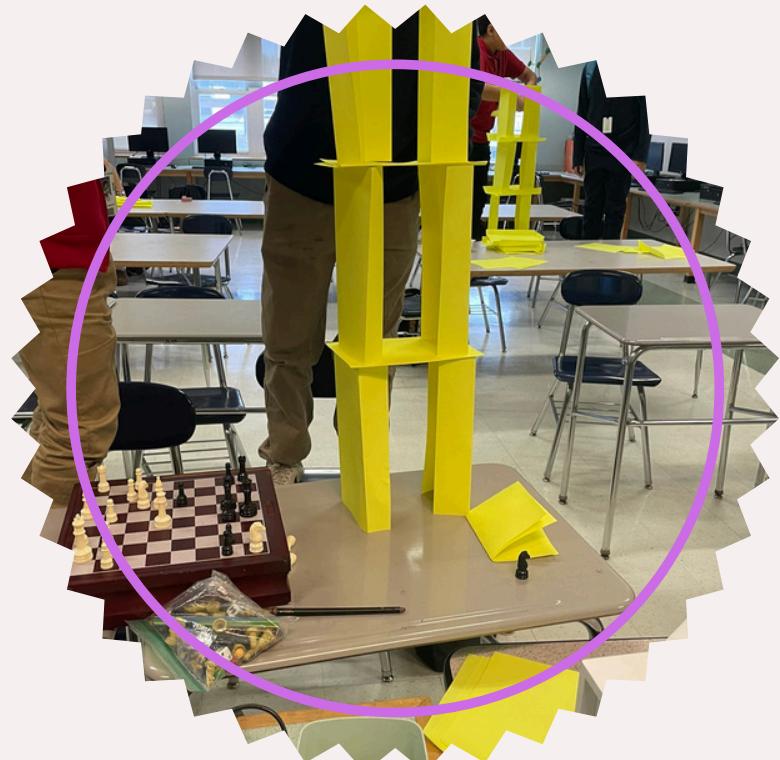
Fun activities & Challenges

Flex days- where the group can decide!

Support with school life (goals, organization, celebrations)

INTENTIONAL TIMELINES
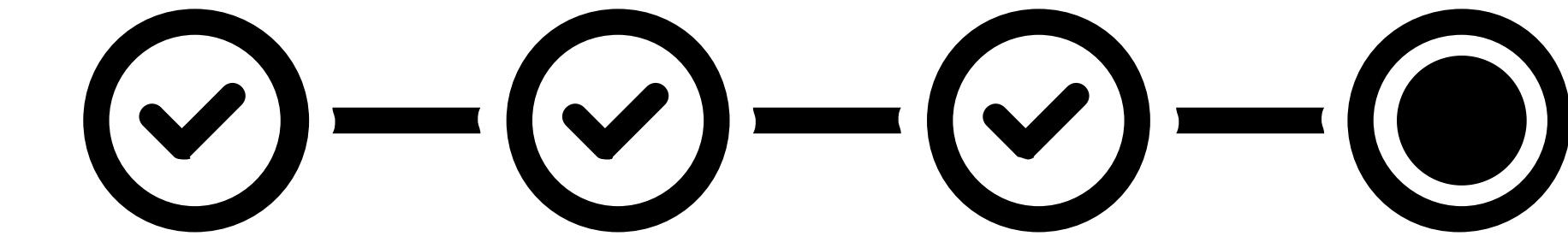
Starting in August students review School Wide Expectations to create shared foundations

Students and staff were surveyed to find their interests and hobbies

Counselors, RJ Interventionists, and Administration thoughtfully pair each student into an advisory group

PRIDE Time launches after Thanksgiving!

GROUP TYPES

Advisory is more fun and meaningful when you're with a teacher who shares your vibe.

We want Advisory to feel like you. That's why you get a say in picking the type of group that matches your interests

Active & Athletic
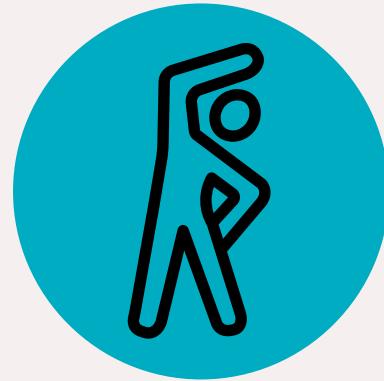
For students who love movement and being active

Creative & Artsy

For students who like to express themselves through art and creation

Chill & Reflective

For students who like calm, relaxing activities

Gamers & Collectors
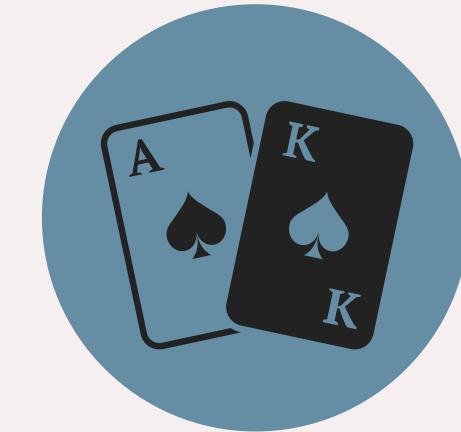
For students who like strategy, competition, and collecting.

Listeners & Vibe-Makers

For students who like music, rhythm, and sharing what they enjoy hearing.

Adventurers & Explorers

For students who like to try new things and explore the world around them

Leaders & Changemakers

For students who like to help others and make a positive impact.

Performers & Storytellers

For students who like to share their voice and be in the spotlight.

Players & Techies

For students who enjoy digital play and problem-solving

Healers & Reflectors

For students who like to focus on balance, mindfulness, and well-being.

Builders & Makers

For students who like to design, build, and tinker

IN PRACTICE

FLEX DAYS
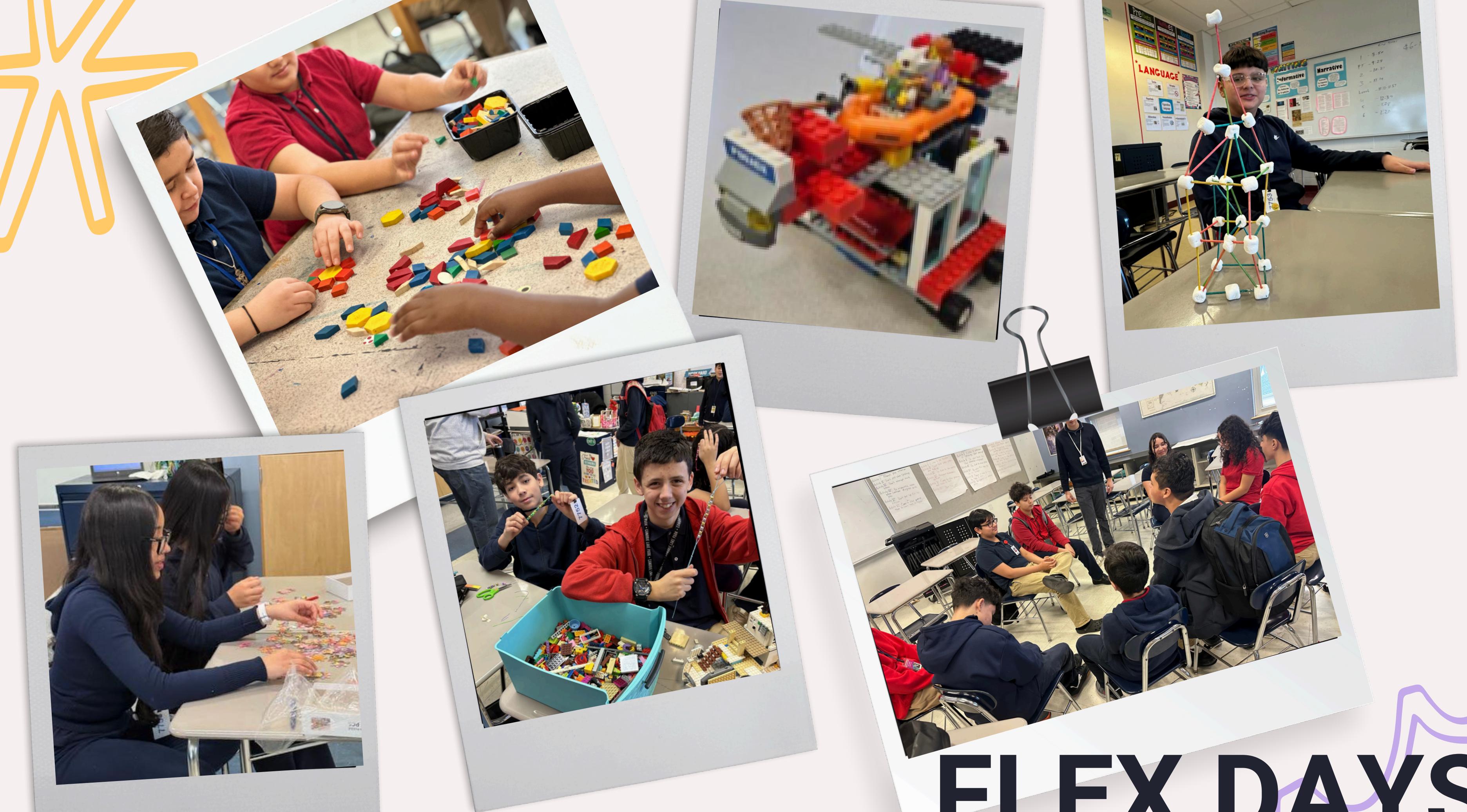
LESSON DAYS

Using Lesson Days to build core skills for Social Emotional Days

Collaboration

Peer Interviewing

Students interview a partner to deepen their understanding of one...

Agency

Hand Signal Check-In

Students establish a way of checking in with one another using hand signals at the start ...

Supporting Students
Through Strong School Operations

Coordinator of Operations, Data and Assessment

Rumney Marsh Academy: Alison Pulido

Garfield Middle School: James Horgan

Presentation Focus Areas

1. The Impact of Operational Stability

2. Positive Student Attendance and Achievement Outcomes

3. Leadership Capacity & Vision for the Future

Protecting Instructional Time for Students Through Staff Attendance & Substitute Coverage

Attendance and substitute coordination is essential to keeping classrooms staffed, students supervised, and instruction uninterrupted.

Percentage of Day

Coverage
20.0%

Remainder of Day
80.0%
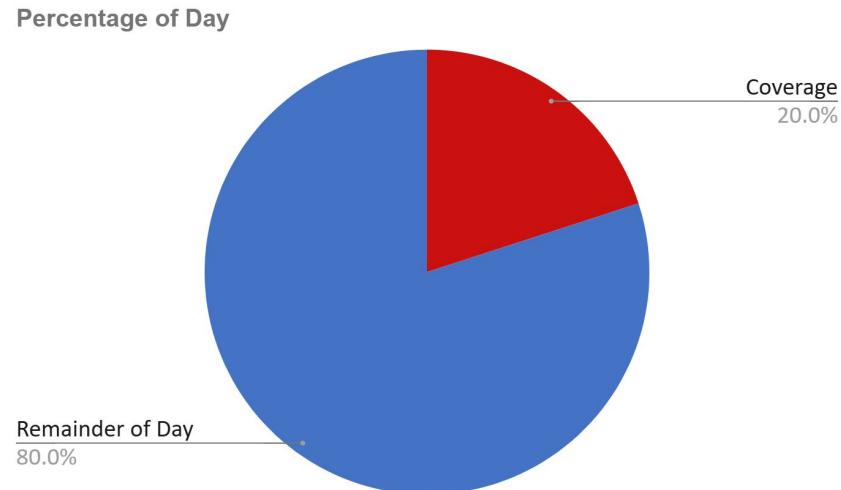
Staff Attendance January 1, 2025-January 1, 2026

2,176 RTA Absences Needing Coverage

→ Requiring 1,000 hours of organizing by CODA

Impact: **2−3 hours** saved per day, per school for Assistant Principals to support students, families and teachers

ACCESS Testing

75 hours spent organizing testing for 250 students.
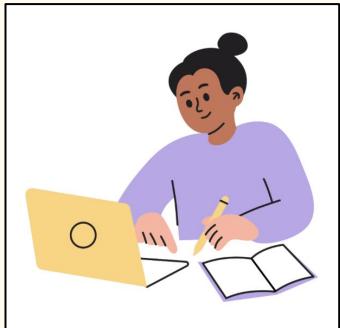
Impact: Enables ML coach to stay in instructional focus providing more timely and direct support for our students.

MCAS Testing

Organizing MCAS for 1,100 students (RMA/GMS) requires approximately **140–190 hours**, involving weeks of planning, staffing coordination, accommodations management, and compliance oversight to ensure testing integrity and minimize instructional disruption.

Impact: More time for APs, Principal, coaches to be available for student needs.

GMS - Chromebook Overall

- 18 Chromebook Carts
- 540 Chromebooks
- Damage and loss events dropped from 71 incidents last year to just one this year
- **Cost reduction from $17,750 down to $250**
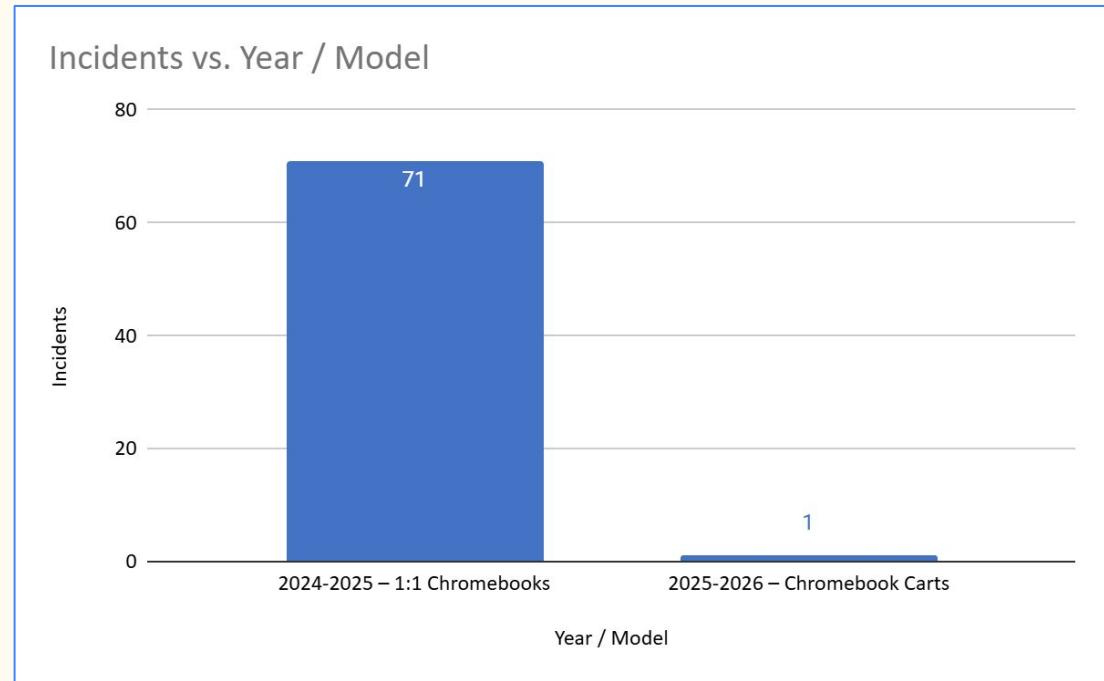
SmartPass

Weekly Average Time per Student (Minutes)

- Rumney Marsh Academy: 15.6
- Garfield Middle School: 18.4
- SmartPass Schools in Massachusetts: 34.2
- All SmartPass Schools: 25.5
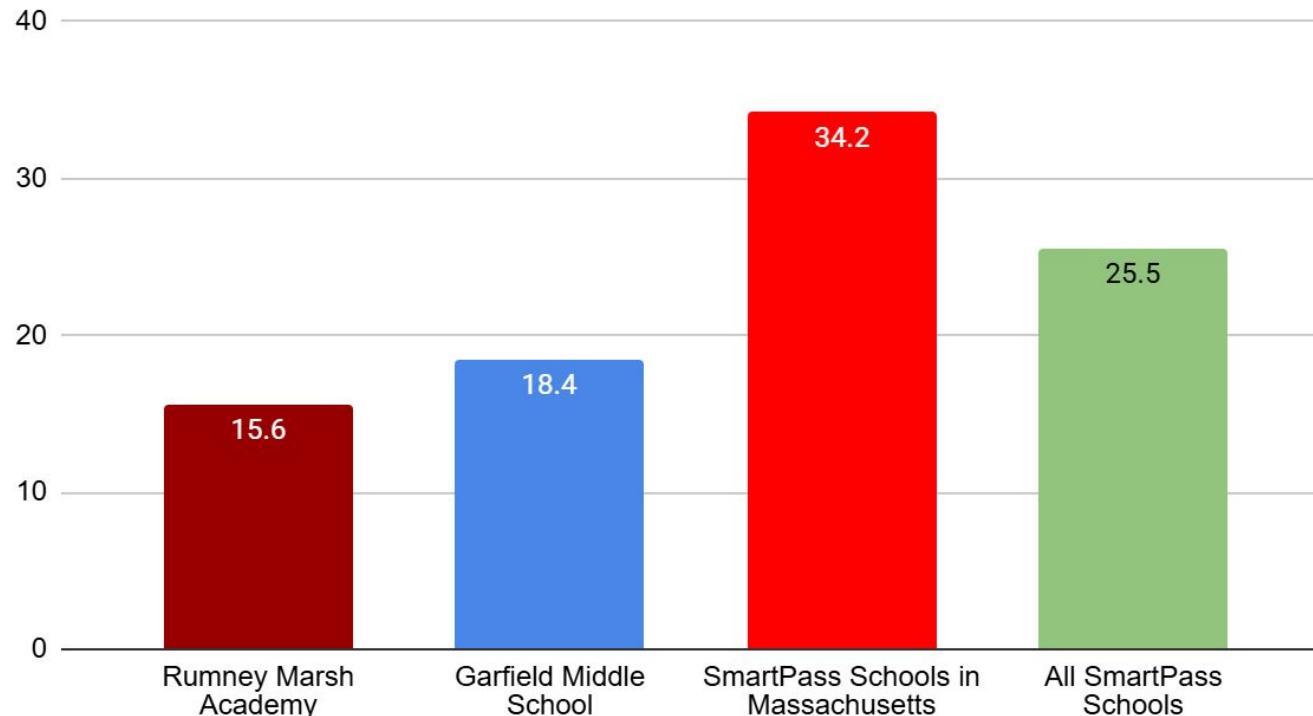
RMA Reduction in Discipline Referrals

Monthly Admin Calls to Main Office
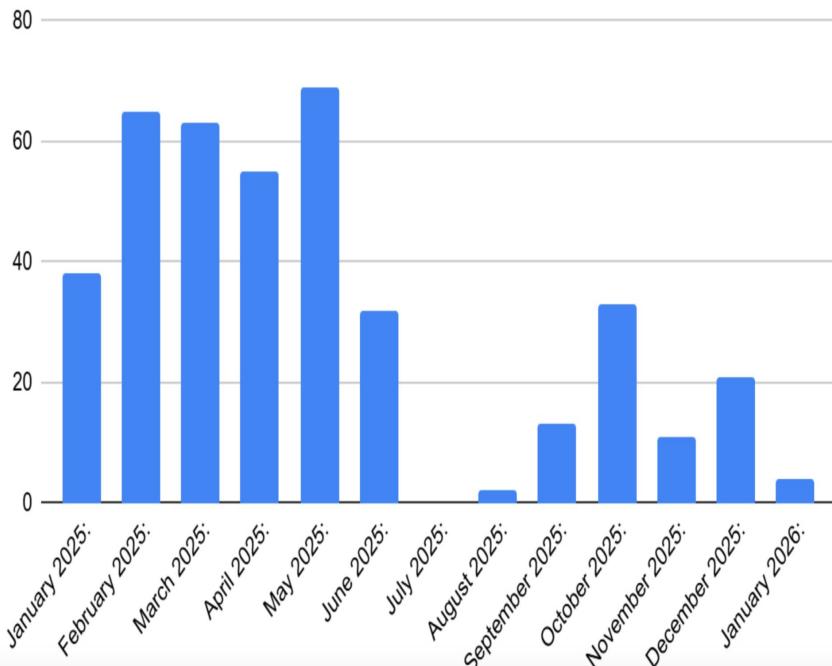
RMA REDUCTION IN DISCIPLINE REFERRALS
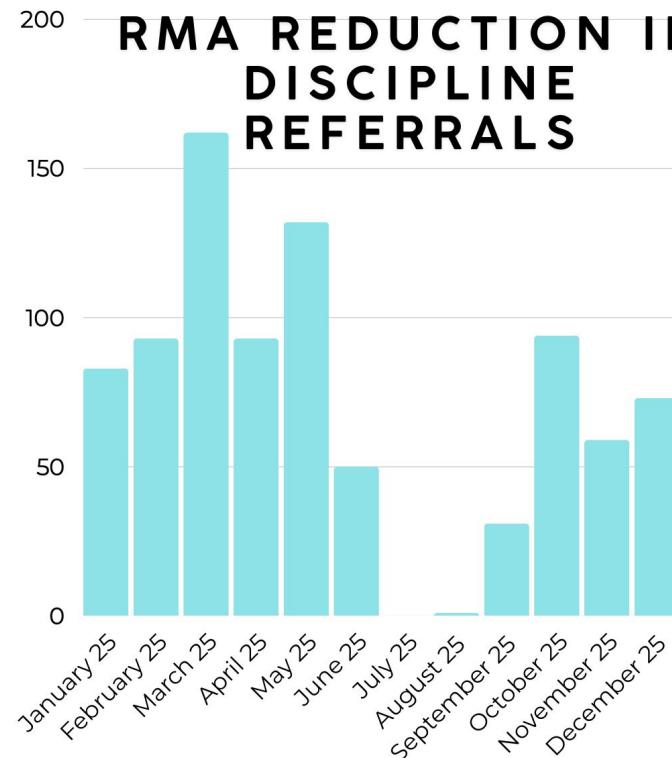
# GMS Reduction in Discipline Referrals
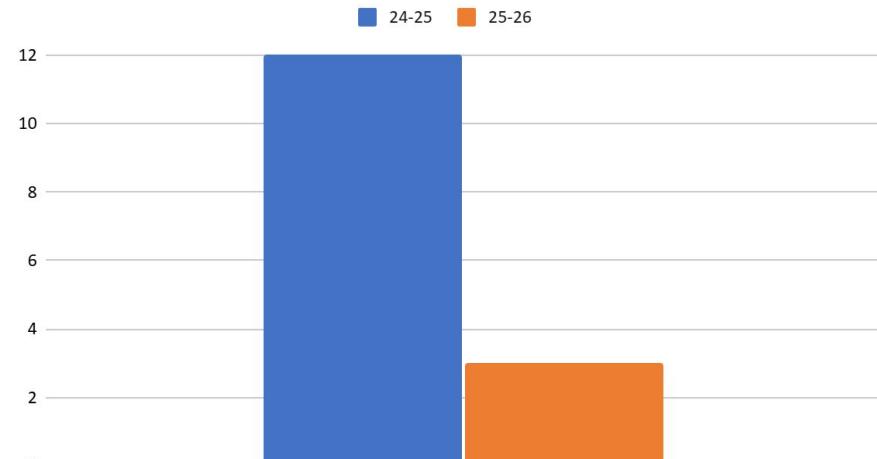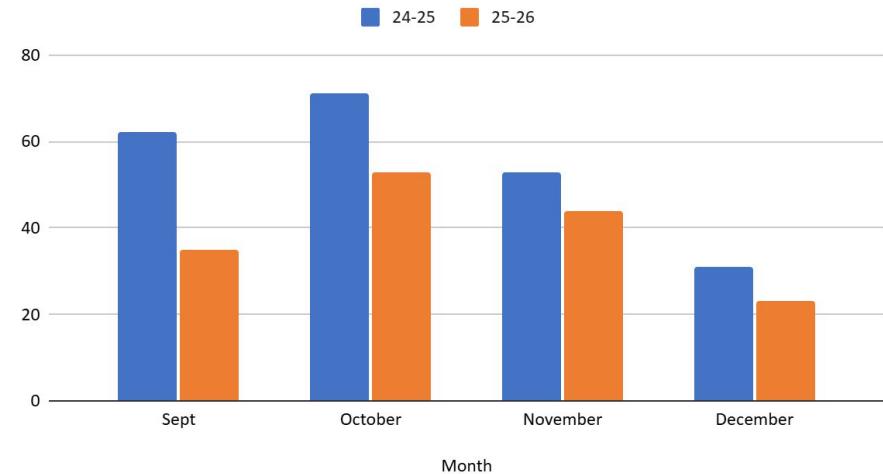
The Impact of Positive

Student Attendance

On Achievement Outcomes

ATTENDANCE PROCESS

Review Chronic Absenteeism previous year → Monitor student attendance → Communicated list out to support staff team → Meet w/ student to establish connections → Family Communication → Attendance Improved?

Attendance Improved? — No → Attendance Meeting w/Truant Officer → Offer Supports/Identify Solutions → Attendance Improved?

Attendance Improved? — Yes → Positive Reinforcement → Continuous Attendance Monitoring

Attendance Improved? — No → Report to Director of Attendance → CRA → Continuous Attendance Monitoring

Attendance Improved? — Yes → Positive Reinforcement

GMS Attendance Trends

Attendance Comparison: 2024–2025 vs 2025–2026
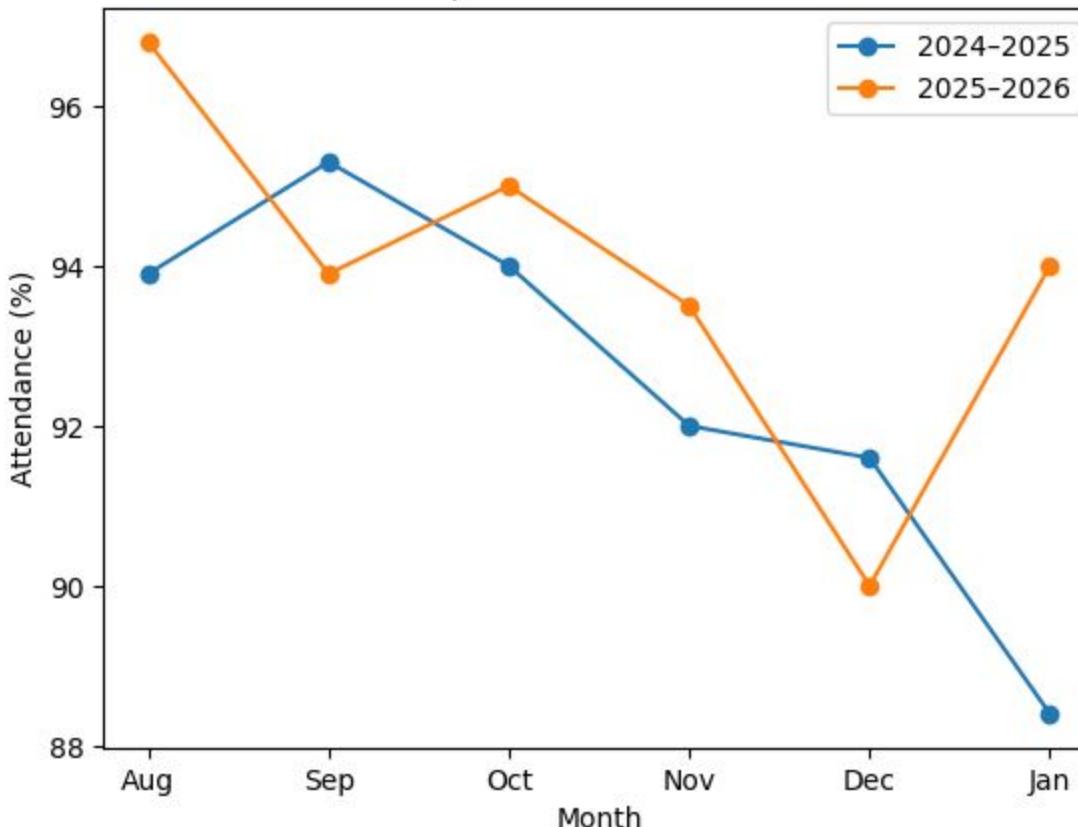
RMA Attendance Trends
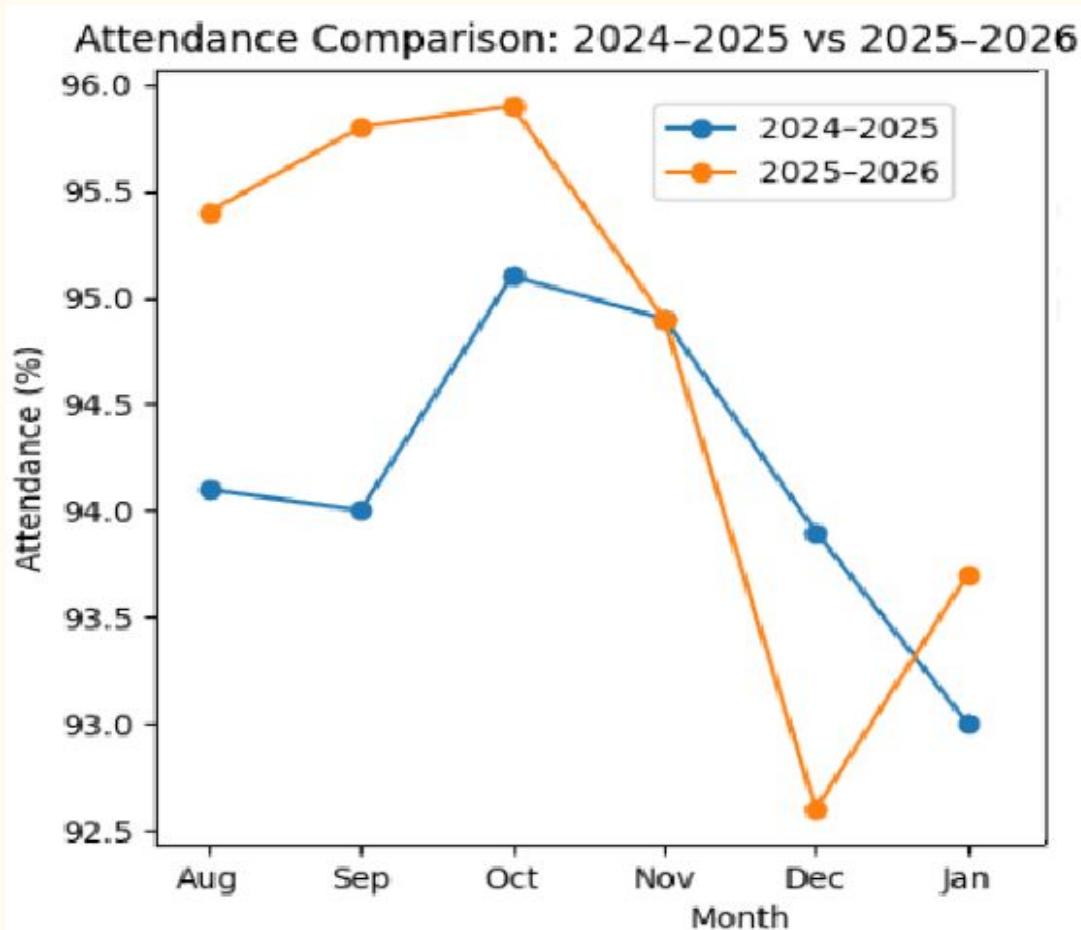
GMS Students that missed 10% or more last year

- 54 students identified as Chronically Absent in the 24-25 year.
- This year **81.5%** of those students have improved.
- AVG attendance increased from **82.91% to 88.82%**
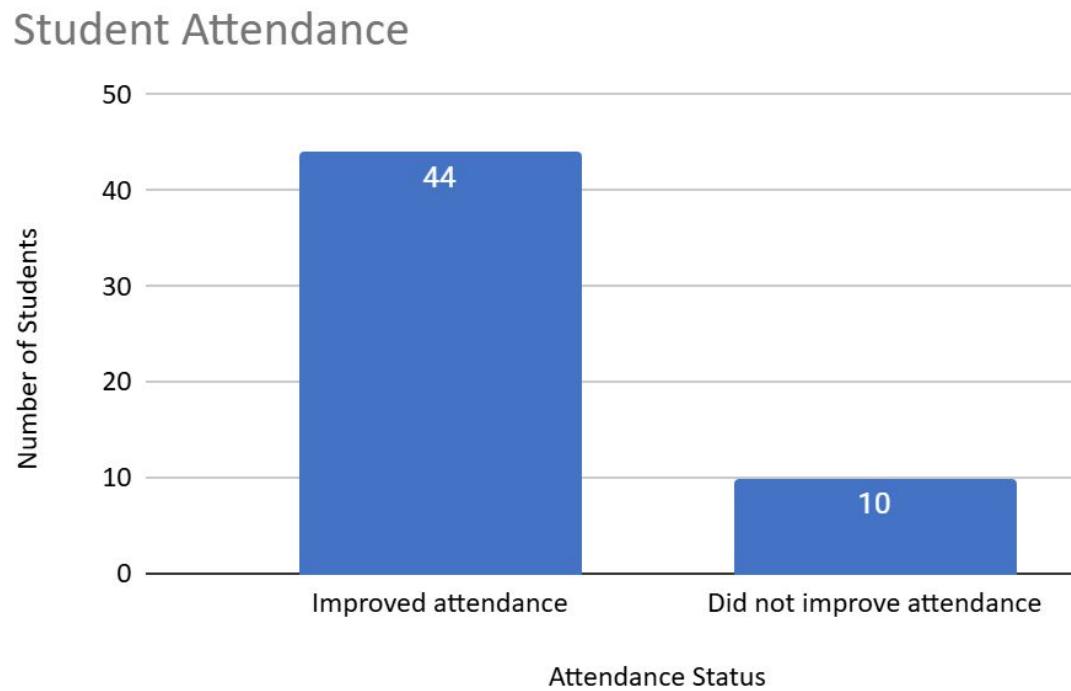
RMA Students that missed 10% or more last year

- 42 students identified as Chronically Absent in the 24-25 year.
- This year **80.95%** of those students have improved.
- AVG attendance increased from **85.09% to 90.25%**

Student Attendance
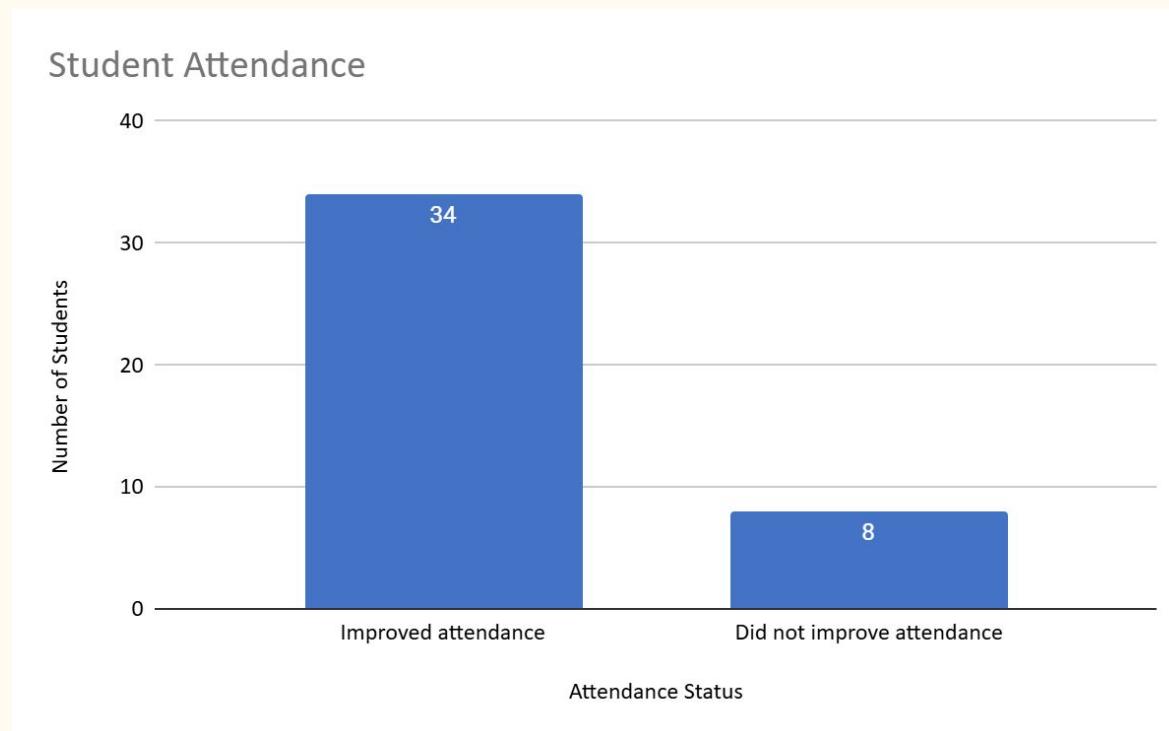
GMS Family Attendance Support Log 08/26/25 - 01/13/26

Student & Family Contact
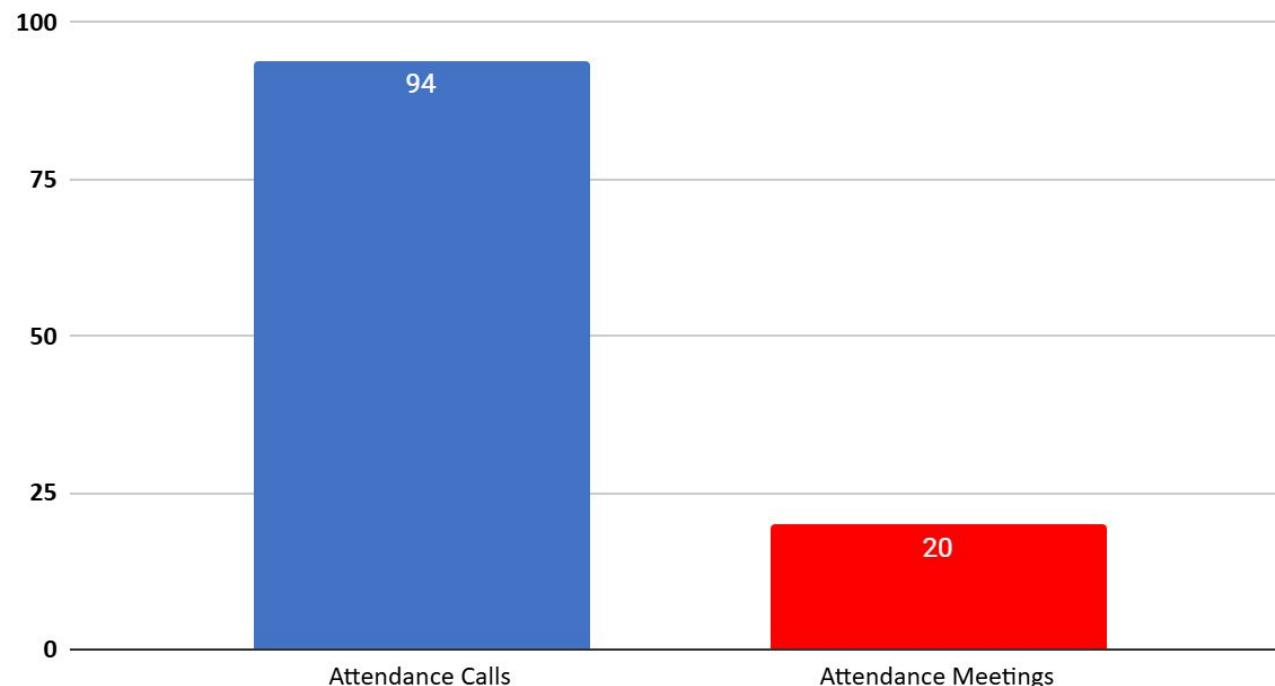
Daily Diary

Sunday Tasks

- Attendance Competition Emails
- Coverage volunteer spreadsheet
- Prepare daily coverage as absences come in

Typical Weekday - Morning

🕐 **Coverage & Attendance**
- 5:40 am - Monitor Callouts
- 6:40 am - Edit daily coverage
- 7:00 am - Coverage sent out
- 7:15 am - Fulfill sub plans

🕐 **Attendance & Communication**
- 8:00 am - Attendance report
- 8:45 am - Calls home / truant officer
- 9:00 am - Attendance calls

Afternoon & Meetings

- 10:00 am - Grade - level communication
- 10:15 am - ACCESS prep / scheduling
- 11:03 am - Lunch duty
- 12:30 pm - Teacher observations & feedback
- 1:30 pm - SST meeting
- 2:00 pm - MBTA card meeting
- 2:30 pm - ILT meeting
- 3:30pm - Preview coverage for next day

As needed

- Student referrals
- Staff illness coverage
- Sub work creation / printing
- Monitor Frontline

Overall Impact

- Improved consistency of operations across all middle schools
- Allows school leaders' time to focus on instruction, teacher support, and student engagement.
- Strengthened collaboration between schools, central office, and community partners.
- Enhanced student experience through safer, calmer, and more predictable school environments.

Leadership Capacity & Vision for the Future

- Proactive vs. Reactive
- Promotes equity with ensuring families have access to programs, testing, learning across all middle schools
- Building Systems that support a restorative, equitable program for students and staff
- Focus on quality of instruction
- Investment in stability for students
- Prioritize calibrating across all three middle schools