Revere School Committee Meeting Agenda
February 10, 2026

A Regular Meeting of the Revere School Committee will be held on **Tuesday, February 10, 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/82388076066?pwd=CbpEC7o8WwMcrf1MDaSGXPc5XhnbMi.1
Passcode:128402

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. "Building a Supportive School Community" – Hill Elementary School
    b. "Curriculum Updates: Open SciEd – Middle School Science" – STEM Dept.
    c. "Expanding Authentic Interaction Opportunities for Multilingual Learners" – ML/WL Dept.
7. Report of the Sub-Committees (None)
8. Motions
    a. Motion by Mr. Kingston to Expend $350,000 Out of District Reserves to Implement Security Updates.
    b. Motion by Ms. Monterroso to Eliminate the Middle School Lottery
9. Hearings (None)
10. Unfinished Business (Attached)
    a. Selection of Neighborhood Model for Middle Schools
    b. 26/27 School Calendar Review
11. New Business (Attached)
    a. The Islamic Education School Additional Grade Approval" – Principal Rawan Chaaban
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**

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.

SALEM STATE UNIVERSITY HONORS CHOIR

Thanks to music teacher Nicole Furrier's leadership, Seven RHS students have been accepted into the Honors Choir at Salem State University, which will have a concert on Saturday, February 28th at 7 pm at Salem State.

JROTC COMPETITION UPDATE

Forty-eight JROTC cadets participated last month in the Commonwealth of Massachusetts Army League Marksmanship and Physical Training (COMAL MAP) Competition in New Bedford. They performed exceptionally well, returning home with several trophies. The Patriot Battalion will host their home competition this Saturday.

STUDENT SENATE OLYMPICS

Student Senators and Grade-Level Class Leaders are hosting an Olympics event for our February Half-Day. 11th- and 12th- graders will opt in to either 2nd or 4th period for a trial round this month. The idea is to pilot this kind of event, with hopes that we can learn and host more school-wide events like this in the future. Some activities include dodgeball, cup-stacking, UNO, trivia, and musical chairs, where you can earn points for your grade level to help pay for class events.

STUDENT ADVISORY BOARD
Sports Round-Up
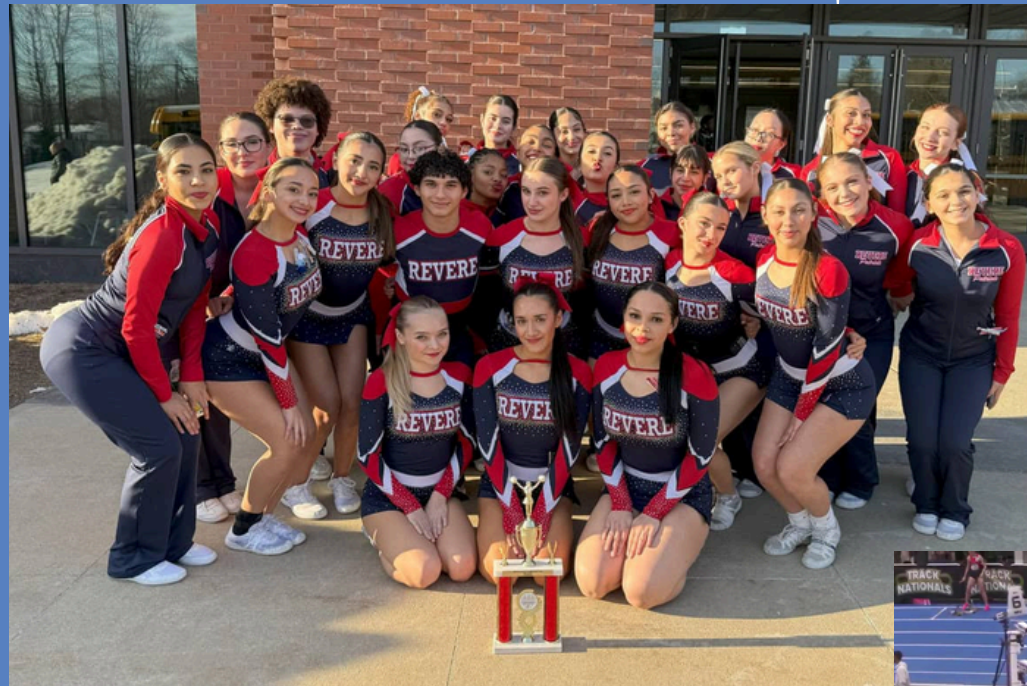
Tonight is the Senior Night for the boys' basketball team. Be sure to stop by and support the team if you have the chance.

February 5th was GBL for track, as well as the girls Senior night.

The girls' cheerleading team will compete on March 22nd for GBL at Billerica Memorial High School.

RHS CLUB REPORT

The Feminist Empowerment Movement (FEM)

The FEM Club initiated a Feminine Hygiene Drive to support Rosie's Place, a local shelter focused on assisting women experiencing homelessness and poverty by providing essential resources.
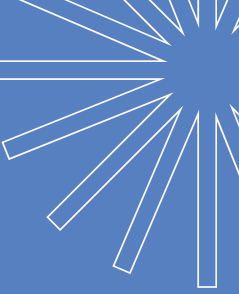
AND
They are hosting a 6-weeks self defense program where female students will get real-life self-defense skills.

Welcome Club

The Welcome Club members participated in a professional development session focused on Teen Mental Health First Aid.
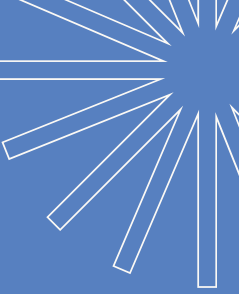
RHS CLUB REPORT

Power of Know Club (POK)

During the past week, the Power of Knowledge Club held a clothing drive in partnership with Jack Satter House. The purpose was to provide clothing for older members of the community and raise funds by selling clothes or books that were not used. In exchange for donating, students received community service hours along with the personal satisfaction of giving back to the community.
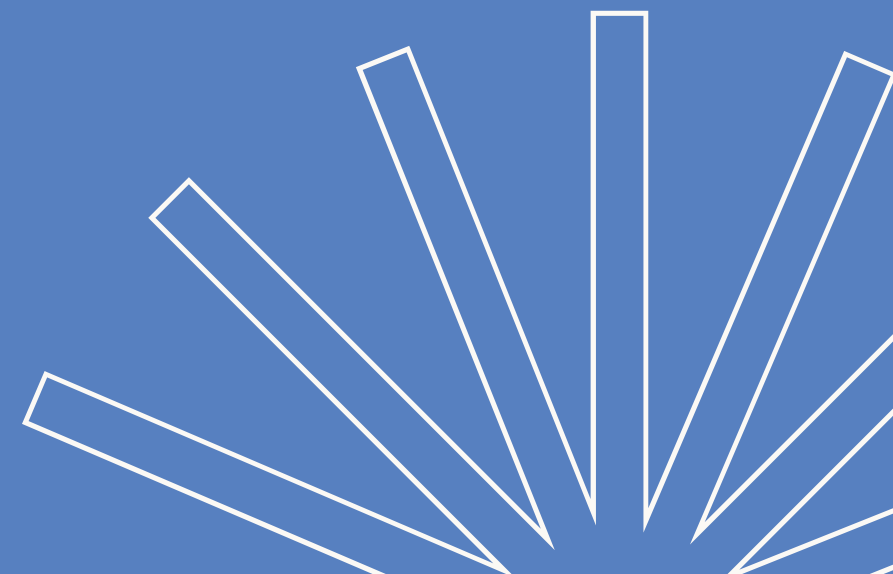
Building a Supportive School Community

Presented by Nancy Martel, Ann McLaughlin, Erin McNamara & Sujeiris Ryan

What is Guiding our Work?

HES School Improvement Plan

Focus Area #2
- create stronger family and school partnerships
- ensure students feel welcomed, engaged, and have an active role in the decision-making process

Focus Area #3
- increase family engagement

Action Steps:
-utilize surveys and focus groups to gain insight into the needs and desires of families and caregivers
-work with families to give them strategies to support their children at home with literacy.

HES Equity Plan

Goal #3:
- By the end of SY25-26, 90% of Hill School families will report a deeper understanding of the educational jargon used in our public education system.

Action Steps:
-survey families to identify areas of confusion/misunderstanding/curiousity of SPED related terms
-work with various staff members to construct and define terms that parents and staff identified
-build the translated glossary that defines and/or explains practices and/or vocabulary
-share out with families via:
Family Liasion, Hill School Website, ParentSquare, Staff Dashboard, Family Teacher Conferences

Supporting Families at Hill
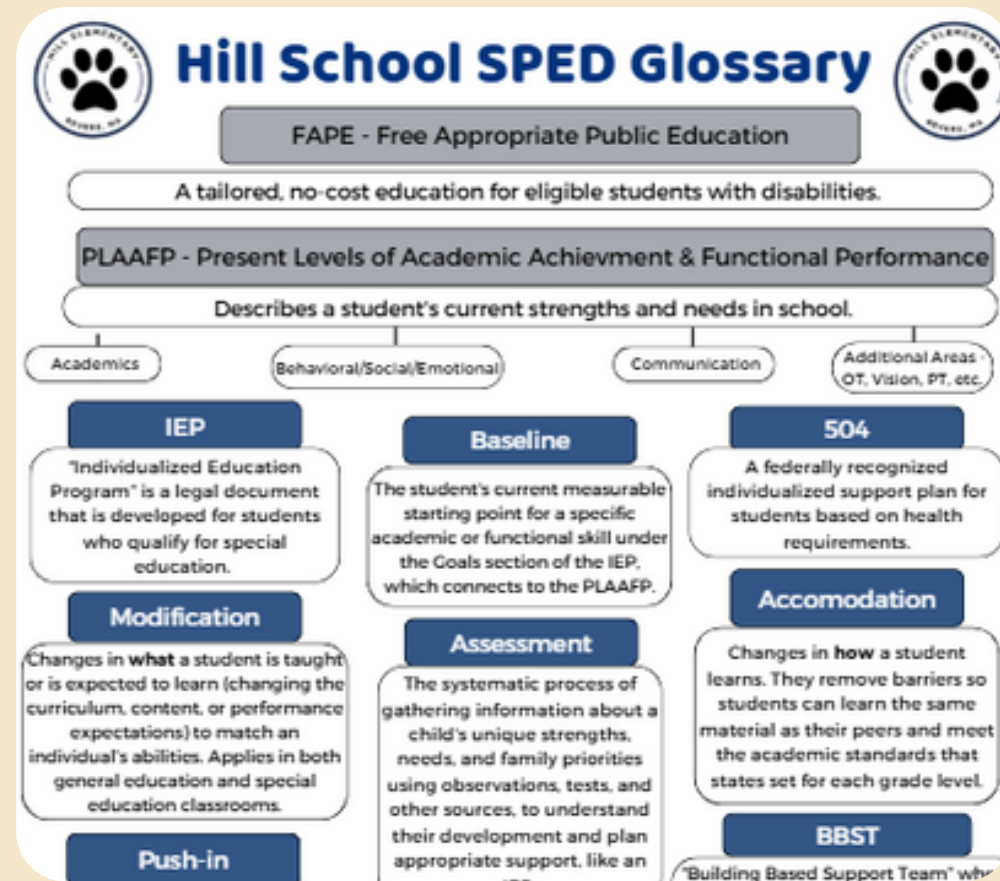
Sneak peak of our draft!

Glossary

We want to provide all families the ability to be active participants in their child's education, the knowledge needed to advocate for their child's best interests, and the confidence to do so.

67 families completed our survey

Quotes from families:

- Looking for "support tools to improve children's learning at home"
- "how to manage emotional and academic behavior"
- "I just want to thank each teacher for the patience they have in helping each child."

New Student Tours

Parents have expressed that their family feels more comfortable and expectations are clear

Introducing the student to the teacher and team before the first day alleiviates anxieties and worries

Family Liasion is the first person they meet → trust starts here

Information gained from tours:

- connecting families together
- prior school experience
- connecting families to school and community resources

Looking Ahead at Hill

<u>Implement more family surveys</u>

- gain more insight into how our school can support and engage our families in our community

<u>Welcome Club</u>

- Beachmont, Lincoln, PRE, RHS → look into partnering with them to strengthen connections

  ○ family liasion + new student/family + teacher/teacher team + **welcome club member** = complete sense of belonging

Curriculum Updates: Open SciEd- Middle School Science

Revere School Committee February 11, 2026

Dr. Matthew Costa, Director of STEM Disciplines

Agenda and Objectives

Objectives

- Participants will be able to describe key components of Open SciEd
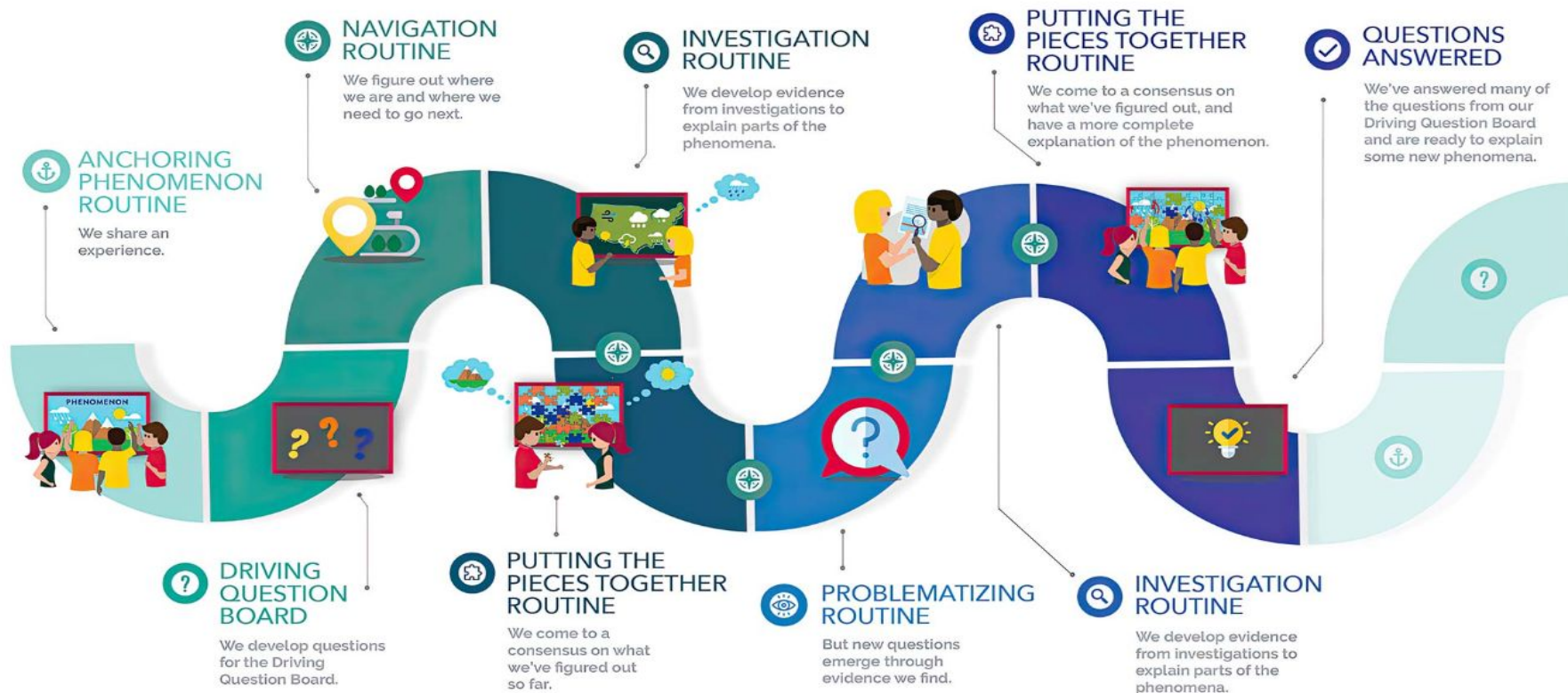
Agenda

1. Introduction
2. What is Open SciEd
3. Implementation & Supports
4. Impact
5. Next Steps & Questions

What is Open SciEd

- An open-source set of science instructional materials developed in collaboration with a number of different states to support the implementation of the Next Generation Science Standards
- Utilizes a storyline approach to support students with deeply unpacking a scientific phenomenon
- Each grade-level has six units that fully address all aspects of the Science Curriculum Framework
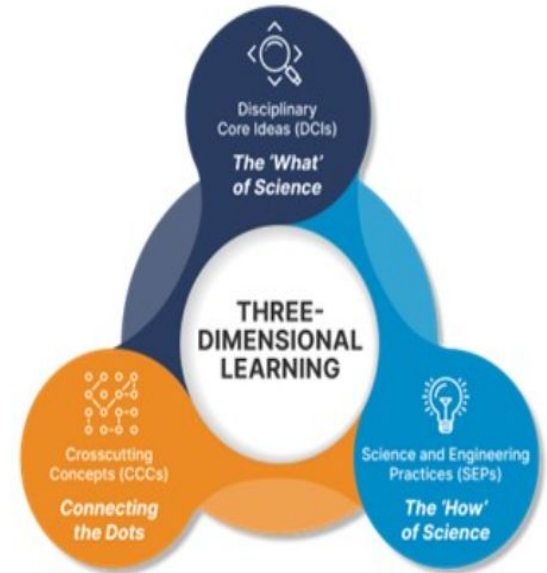
# Open SciEd Utilizes a Storyline Approach

ANCHORING PHENOMENON ROUTINE
We share an experience.

NAVIGATION ROUTINE
We figure out where we are and where we need to go next.

INVESTIGATION ROUTINE
We develop evidence from investigations to explain parts of the phenomena.

PUTTING THE PIECES TOGETHER ROUTINE
We come to a consensus on what we've figured out, and have a more complete explanation of the phenomenon.

QUESTIONS ANSWERED
We've answered many of the questions from our Driving Question Board and are ready to explain some new phenomena.

DRIVING QUESTION BOARD
We develop questions for the Driving Question Board.

PUTTING THE PIECES TOGETHER ROUTINE
We come to a consensus on what we've figured out so far.

PROBLEMATIZING ROUTINE
But new questions emerge through evidence we find.

INVESTIGATION ROUTINE
We develop evidence from investigations to explain parts of the phenomena.

How a Unit is Launched

- Each unit starts with students observing or experiencing a scientific phenomenon and identifying scientific questions that they have
- The student questions drive the work of a unit
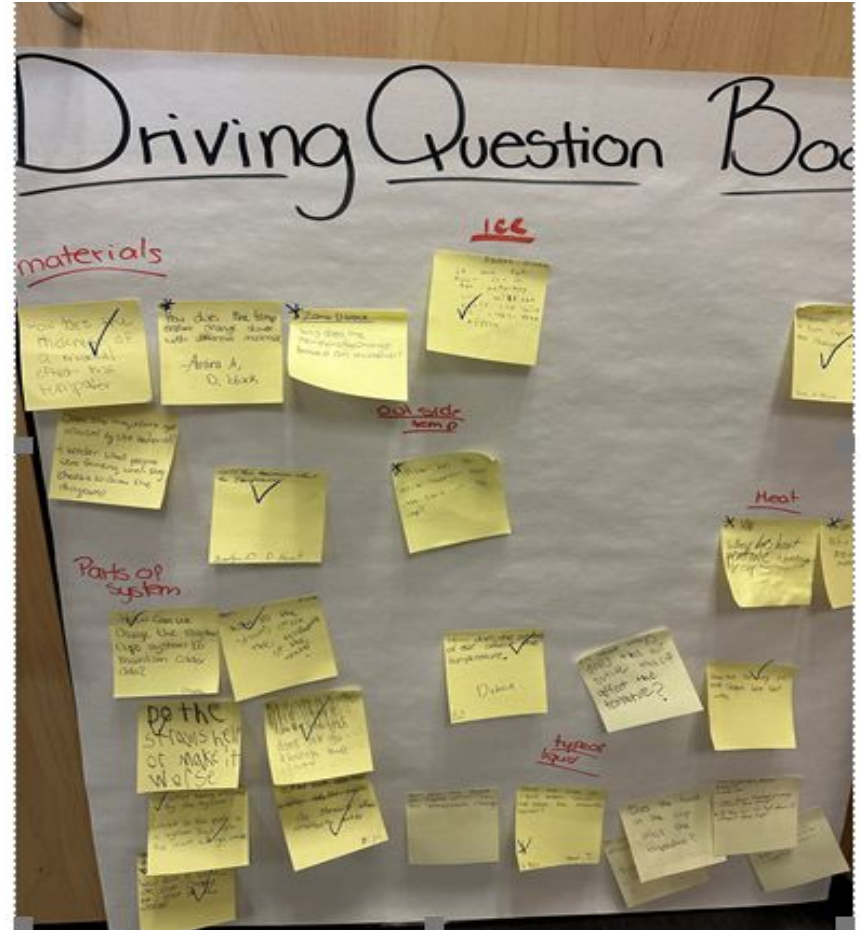
Modeling

- Throughout a unit, students are modeling their developing understanding
- Initial models are shared and revised throughout a unit as students and the class continue to unpack an idea
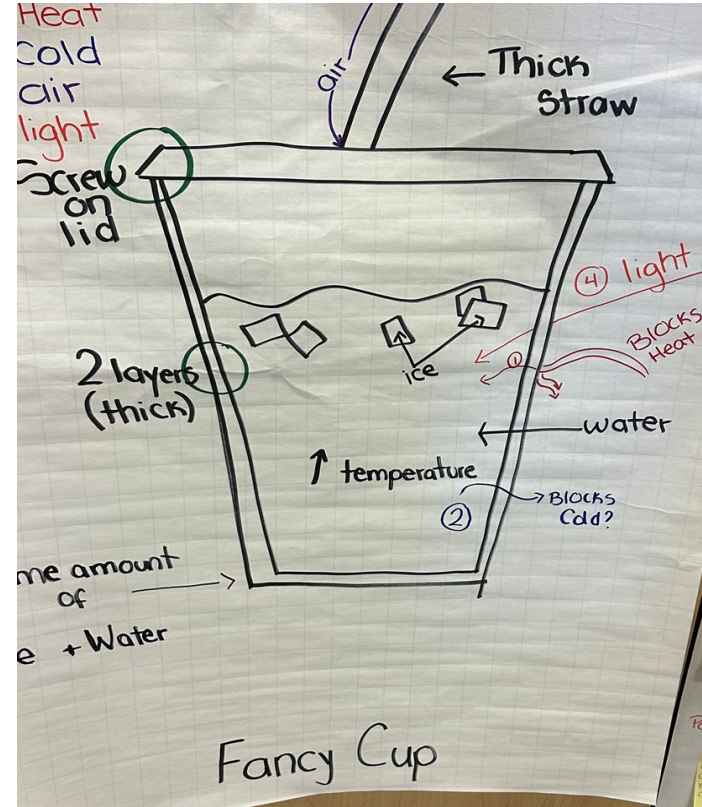
What an Assessment Looks Like in OSE

On Your Own

Apply science ideas and evidence from classroom investigations to explain why you see what you see in this photograph. Choose how to represent your thinking.
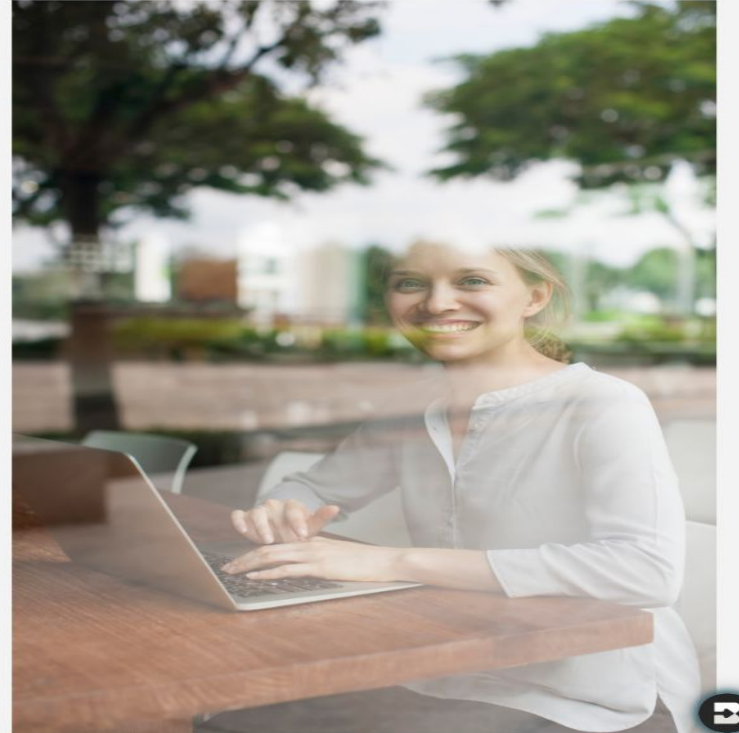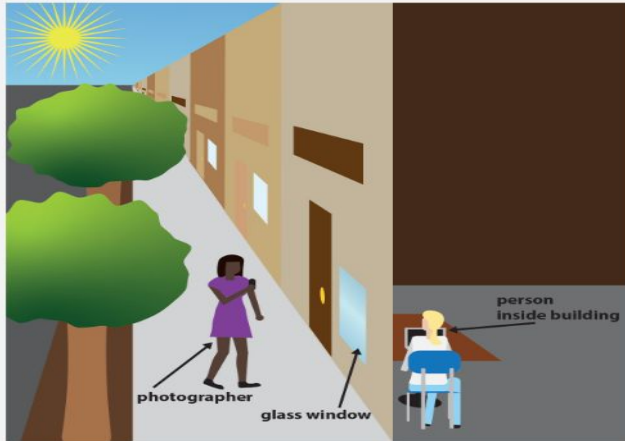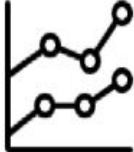
What Students are Doing During an OSE Lesson

- Asking questions
- Sharing their developing thinking and reasoning
- Conducting experiments
- Collecting and analyzing data
- Reading scientific research to learn more about a phenomenon
- Revising initial thinking/models and referring back to previously asked questions

Sample Norms for an OSE Classroom

Classroom Norms	
Respectful Our classroom is a safe space to share.	• We provide each other with support and encouragement. • We share our time to talk. We do this by giving others time to think and share. • We critique the *ideas* we are working with, but not the *people* we are working with.
Equitable Everyone's participation and ideas are valuable.	• We monitor our own time spent talking. • We encourage others' voices who we have not heard from yet. • We recognize and value that people think, share, and represent their ideas in different ways.

Committed to our community We learn together.	• We come prepared to work toward a common goal. • We share our own thinking to help us all learn. • We listen carefully and ask questions to help us understand everyone's ideas. • We speak clearly and loud enough so everyone can hear.
Moving our science thinking forward We work together to figure things out.	• We use and build on other's ideas. • We use evidence to support our ideas, ask for evidence from others, and suggest ways to get additional evidence. • We are open to changing our minds. • We challenge ourselves to think in new ways.

Supporting Student Scientific Discourse

How we figure things out	Symbol	How we communicate
1. Ask why and how questions		How come ...? I wonder .... Why ...? How do they know that ...?
2. Observe		I see .... I noticed .... I recorded .... I measured ....
3. Organize data and observations		I see a pattern .... I think we could make a graph .... Let's make a chart ....

	Symbol	
4. Think of an idea, claim, prediction, or model to explain your data and observations		My idea is .... I think that .... We could draw a picture to show .... I think it looks like this ....
5. Give evidence for your idea or claim		My evidence is .... The reason I think that is .... I think it's true because ....
6. Reason from evidence or models to explain your data and observations		The reason I think my evidence supports my claim is because .... The model shows that ....

What a Teacher is Doing During an OSE Lesson

- Facilitating student learning
- Supporting student collaboration and discourse
- Referring students back to key ideas that were previously unpacked
- Setting up opportunities for experiments, demonstrations, and/or reading to move scientific thinking forward
- Elevating key ideas to whole class to further support consensus and key takeaways
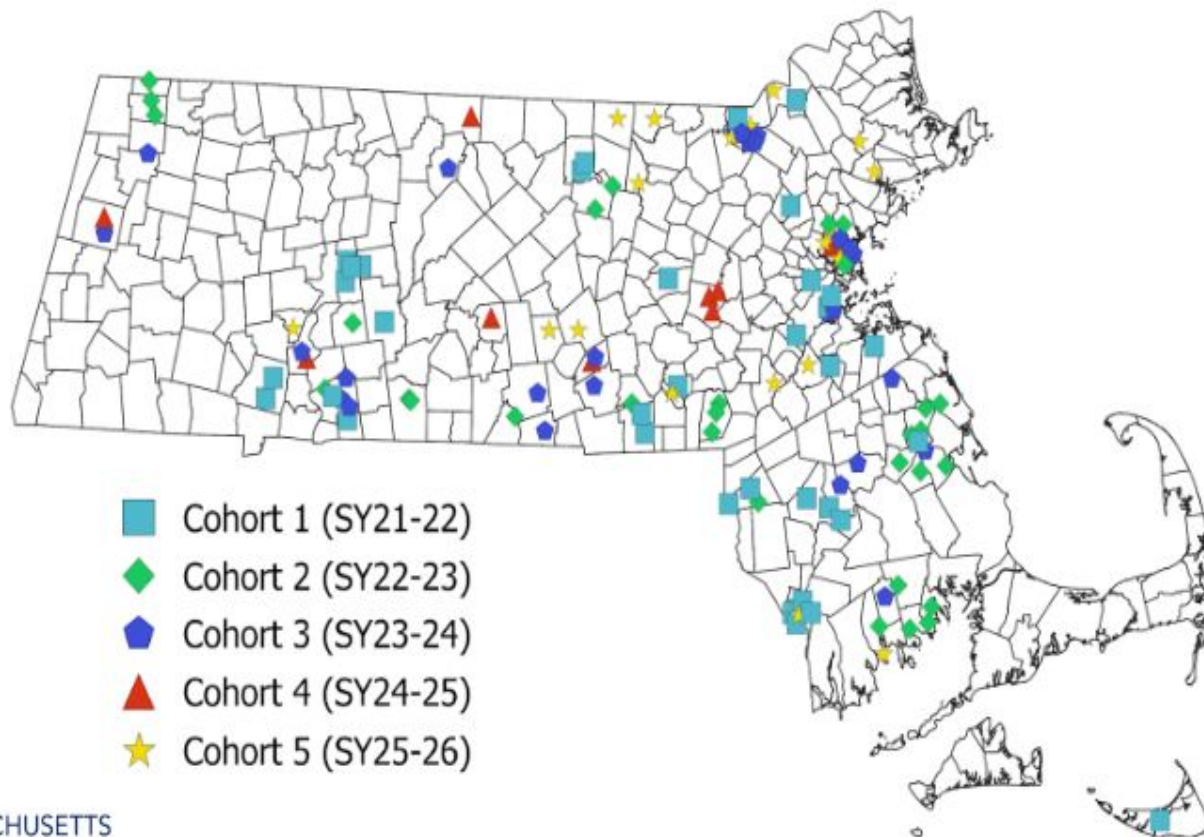
Benefits of Open SciEd

- Students actively engaged- collaborating with peers, asking questions, conducting science experiments
- Student questions drive the work of the unit
- Authentic assessments support deeper learning
- Students are positioned as capable doers and thinkers

Implementation of OSE in Revere

- Third year of implementation- first year implementing all six units at each grade level
- Received over $175,000 grant from the One8 Foundation to support implementation
- The grant has provided funding for durable equipment and PD for teachers
- RPS has provided release time for teachers to attend PD and funding for consumable materials

Open SciEd in MA

Legend:
- Cohort 1 (SY21-22)
- Cohort 2 (SY22-23)
- Cohort 3 (SY23-24)
- Cohort 4 (SY24-25)
- Cohort 5 (SY25-26)

5 One8 Cohorts

137 Schools

65+ Districts

MASSACHUSETTS
COMMUNITY

Impact on Students- Survey Data

We often figured out ideas as a class, with our teacher helping but not telling us the answers.

Percent of students who agreed or strongly agreed with this statement

- 67% of Grade 6 students
- 70% of Grade 7 students
- 77% of Grade 8 students

Questions to Ask Students About Their Science Learning
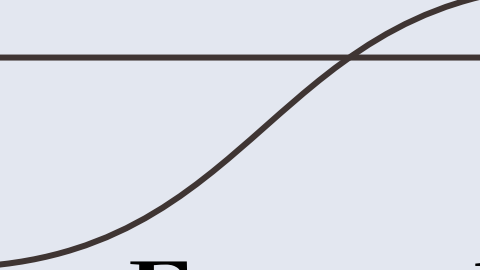
- What's the phenomenon you are exploring in science class?
- What have you learned, so far?
- What questions do you have now?
- What next steps are you going to take to figure out some of the answers to your questions?
- What are some related phenomena?

Next Steps

-

Thanks and Questions
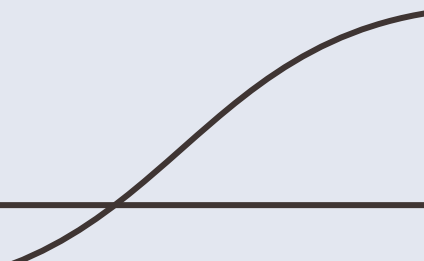
Expanding Authentic Interaction Opportunities for Multilingual Learners

Multilingual Learner and World Language Programs

Jennifer LaBollita and Chelsey Bencks
February 10, 2026

Background: 2023-2024

- DESE asked districts to provide feedback on a Multilingual Look-For Tool Draft

- We conducted two rounds of non-evaluative learning walks in each school in Spring of 2024

  - Piloted tool and shared feedback with state

  - Used findings to identify a ML Department Focus Area for the 2024-2025 school year: **Intentional Opportunities for Academic Interaction**

Goal: All students engage in **pre-planned**, **daily** opportunities for **authentic** speaking interactions using **target academic language** with **appropriate scaffolds**.

Authentic interactions look like:
- Students engaging with peers and teachers in genuine, open-ended conversations (not reading scripted responses out loud)
- Students sharing opinions, explaining reasoning and connecting to their lived experiences and the real world

2024-2026 Implementation

All students engage in **pre-planned**, **daily** opportunities for **authentic** speaking interactions using **target academic language** with **appropriate scaffolds**.

Learning Walks

Professional Development

District-wide Collaboration

Learning Walks

- Fall and Spring each year
- Teams observe classrooms for 10-15 minutes and collect data
- Debrief and discuss school-wide trends and next steps
- ML Dept synthesizes and shares feedback
- Interim walks led by Language Development Coaches

Intentional Opportunities for Academic Interaction (Spoken)

All students engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds.

Authentic interaction opportunities
- Opportunities are: meaningful, open-ended, not scripted/read-aloud
- *Teacher designs* authentic interaction opportunities
- *Students participate* in authentic opportunities

Evidence/Rationale:	N/A	0 Not Observed	1 Beginning	2 Developing	3 Approaching	4 Meeting

Target academic language in speaking
- *Teachers communicate* academic language expectations for speaking opportunities
- *Students engage with* target academic language for speaking opportunities

Evidence/Rationale:	N/A	0 Not Observed	1 Beginning	2 Developing	3 Approaching	4 Meeting

Appropriate scaffolds for speaking
- *Teachers provide* appropriate scaffolds for speaking opportunities
- *Students use* appropriate scaffolds for speaking opportunities

Evidence/Rationale:	N/A	0 Not Observed	1 Beginning	2 Developing	3 Approaching	4 Meeting

General Notes:

Professional Development Year 1 (2024-2025)

*PGT modules built background around **purpose of authentic interactions** for ML students and highlighted **routines and structures** that encourage student discourse*

Professional Development Year 2 (2025-2026)

*PGT modules elevating **student discourse opportunities within the curriculum** and deepening focus on **academic language and supports***

ML Learning Walk Module 2: Rubric to Reality

RPS Curriculum Investigation: Authentic Speaking Opportunities

https://tinyurl.com/Rubric2Reality

COLLABORATIVE CLASSROOM

iM Illustrative Mathematics
LEARN MATH FOR LIFE

Authentic Interaction Opportunities: 6th Grade
Informational Texts 0:55-6:34

Teacher designs authentic interaction opportunities in which all students participate
Authentic opportunities ask students to discuss meaningful, relevant, open-ended questions, in which students can share their thinking, opinions and lived experiences.
Over the course of a lesson, opportunities will likely include a combination of teacher-student and student-student interactions.
Conversations are not scripted or pre-written; speech is not reading (ie- A student reading their quick write or reading from a text is not considered to be authentic speaking.)

Districtwide Collaboration

- Stakeholders join Fall/Spring Learning Walks and interim walks (administrators, district leaders, coaches, teachers)

- Language Development, literacy, and math coaches are collecting examples of strong student discourse within content areas across schools to share with teachers across the district

Districtwide Collaboration

- New Strategic Plan incorporates student discourse goals for districtwide implementation

  - Focus Area #1: Teaching, Learning, and Leading
    - Initiative: *Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.*

- Many schools have embraced a focus on student academic discourse as part of their own goals

Data Analysis and Next Steps

- We have shared school-specific feedback highlighting areas of growth and next steps after each learning walk.

- In general, we have observed an increase in the frequency of speaking opportunities offered to students, with some growth in the open-ended/authentic nature of those opportunities.

- We are continuing to focus on elevating academic language within speaking opportunities and differentiating supports to meet individual student needs.

- In May, we will receive ACCESS 2026 results and will conduct data analysis related to speaking to inform our future work.

The Islamic Education School (T.I.E.S.) Revere

Additional Grade Approval
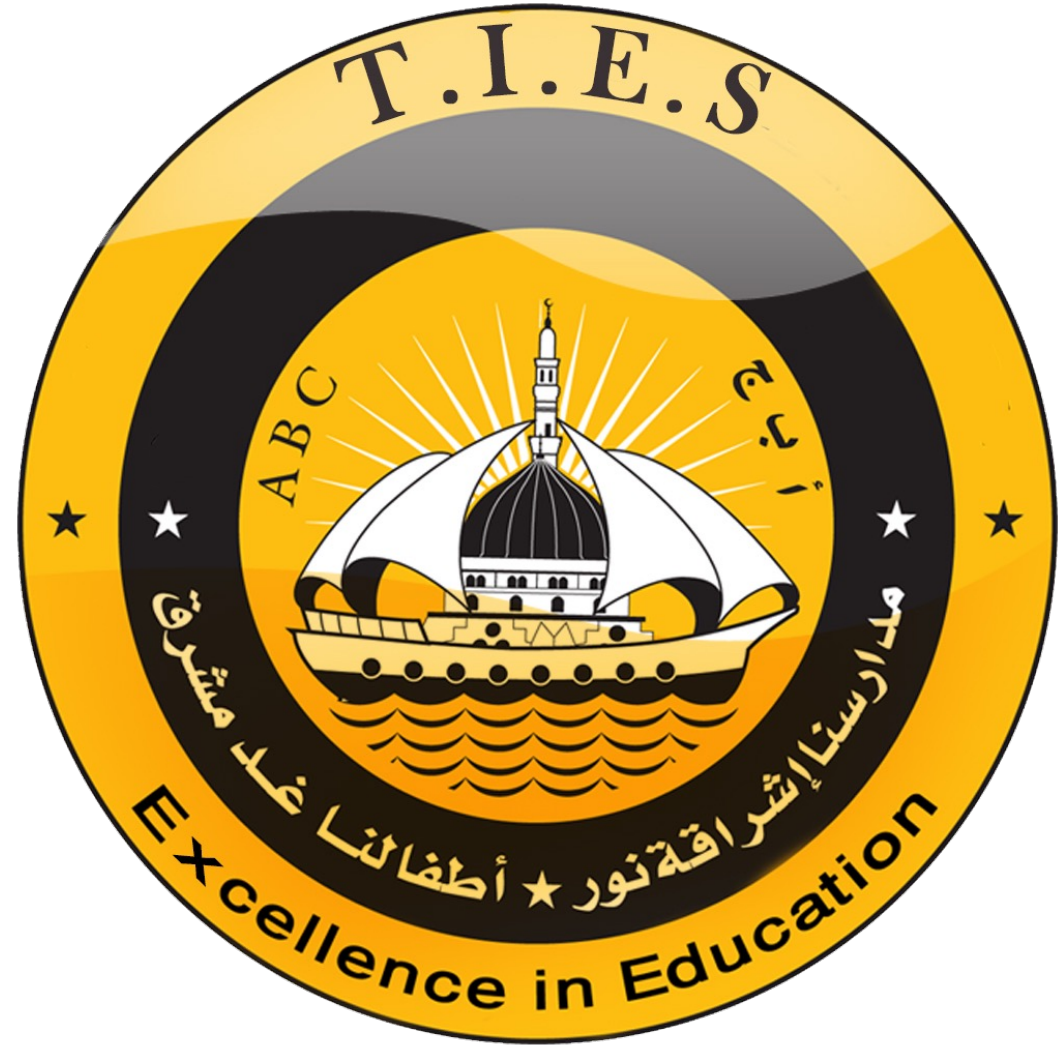
41 Marble Street
Revere, MA 02151

Overview

- Full-time Islamic Private School in Revere
- Currently operating with grades K-5
- Seeking approval for opening grades 6-12

Current TIES Schools

- California
- Florida
- Philadelphia
- Revere (MA)
- DigiTIES (Virtual School)

Qualities of our Private School

- Academic Profile
  - High-Quality Instruction
  - Standard-Based Curriculum
  - Islamic Focused Approach
  - Small Class Size

- School Culture
  - Safe and Secure Environment
  - Diverse Environment
  - Applying Muslim Values
  - Experienced Branches School
  - Positive School Culture

Phased Grade-Level Rollout

- Middle School grades (6–8) will be added incrementally
  - High School grades (9–12) will follow in later phases
  - This phased approach allows for strong academic and operational foundations

TIES Revere - Daily Schedule
**Sixth Grade (2026 – 2027)**

|	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 7:50	Drop Off				
7:50 - 8:05	Assembly				
8:05 – 8:30	Homeroom				
8:30 – 9:30	ELA				
9:30 – 10:15	Math				
10:30 – 11:15	Arabic				
11:15 – 11:45	Lunch				
11:45 – 12:15	Elective				
12:15 – 1:00	Islamic Studies				
1:00 – 1:30	Prayer				
1:30 – 2:00	Qur'an	Qur'an	Qur'an	Qur'an	Friday Prayer
2:00 – 2:45	Social Studies	Science	Gym/Health	Social Studies	Science
2:45– 3:00	Clean Up/ Dismissal Prep				
3:00-3:20	Pick Up				

School Schedule

- Monday-Friday
- 7:50AM-3:00PM
- Subjects:
  - Math
  - Science
  - Social Studies
  - ELA
  - Qur'an
  - Islamic Education
  - Arabic
  - Electives
- Annual Calendar
  - 180 Required Days

Curriculum

- Curriculum aligned with MA Standards
- Books:
  - **ELA:** McGraw Hill Wonders
  - **Math:** Savvas EnVision Math
  - **Science:** Savvas Science
  - **Social Studies:** McGraw Hill Impact Social Studies
  - Qur'an, Arabic, and Islamic Studies
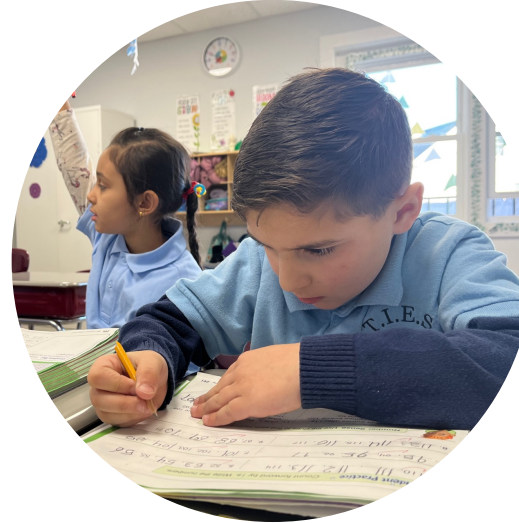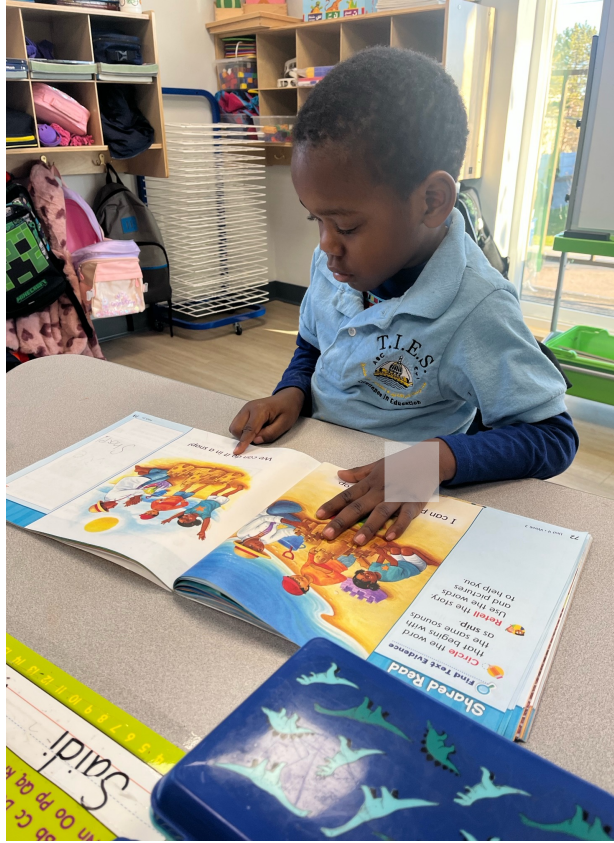
Assessments

- Quarterly School Year
- NWEA's MAP Testing
- IXL Diagnostic Testing

Extracurricular Activities

- After-school clubs and activities will be offered
  - Potential activities include sports, debate, and community service

Summary and Request for Approval

- T.I.E.S. has demonstrated responsible growth through phased grade expansion and will follow the same measured, sequential approach
- The school is committed to measured growth that prioritizes student well-being, instructional quality, and long-term stability

Contact Us

- **Website:** ma.tiesusa.org

- **Phone Number:** 781-232-3579

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