

Revere School Committee Meeting Agenda
March 17, 2026

A Regular Meeting of the Revere School Committee will be held on **Tuesday, March 17, 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/83820480820?pwd=urghvnNua5T9n2tysOTrVESwqYJBz7.1>

Passcode:230113

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. Paul Revere Innovation School - “Student Led Conferences: Developing Agency and Empowerment” – Principal Moe Coyle
 - b. Revere High School – “RHS Update Spring 2026” – Principal Chris Bowen and Deputy Principal Shay St. Laurent
 - c. Fine Arts Department - “RPS Arts Update” – Director of Fine Arts Dept. Kelly Williams
 - d. Updated Graduation Requirement
7. Report of the Subcommittees
 - a. Ways & Means Subcommittee
 - b. Buildings & Grounds Subcommittee
 - c. Policies & Procedures Subcommittee
8. Motions
 - a. Motion by Mrs. Bronsdon-Rizzo to relocate all Revere School Committee meetings back to the Ferrante School Committee Room.
9. Hearings (None)
10. Unfinished Business
 - a. Selection of Neighborhood Model for Middle Schools
11. New Business (None)
12. Executive Session (None)
13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

Note: The listed agenda items are those that are reasonably anticipated by the School Committee to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

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



MARCH 17, 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

BUNKER HILL COMMUNITY COLLEGE VISIT

Bunker Hill Community College partnered with RHS to host an On-the-Spot Admissions event. Last week, BHCC admissions representatives met with students in the LC to assist with completing applications and to share information about open enrollment and selective programs. Nearly 55 students received on-the-spot admission.

STUDENT ADVISORY BOARD

CAREER & TRADE FAIR 2026

Last week, representatives from local organizations, trade unions, employers, and post-secondary education and training programs visited RHS to help students learn more about different pathways after High School.

STUDENT ADVISORY BOARD

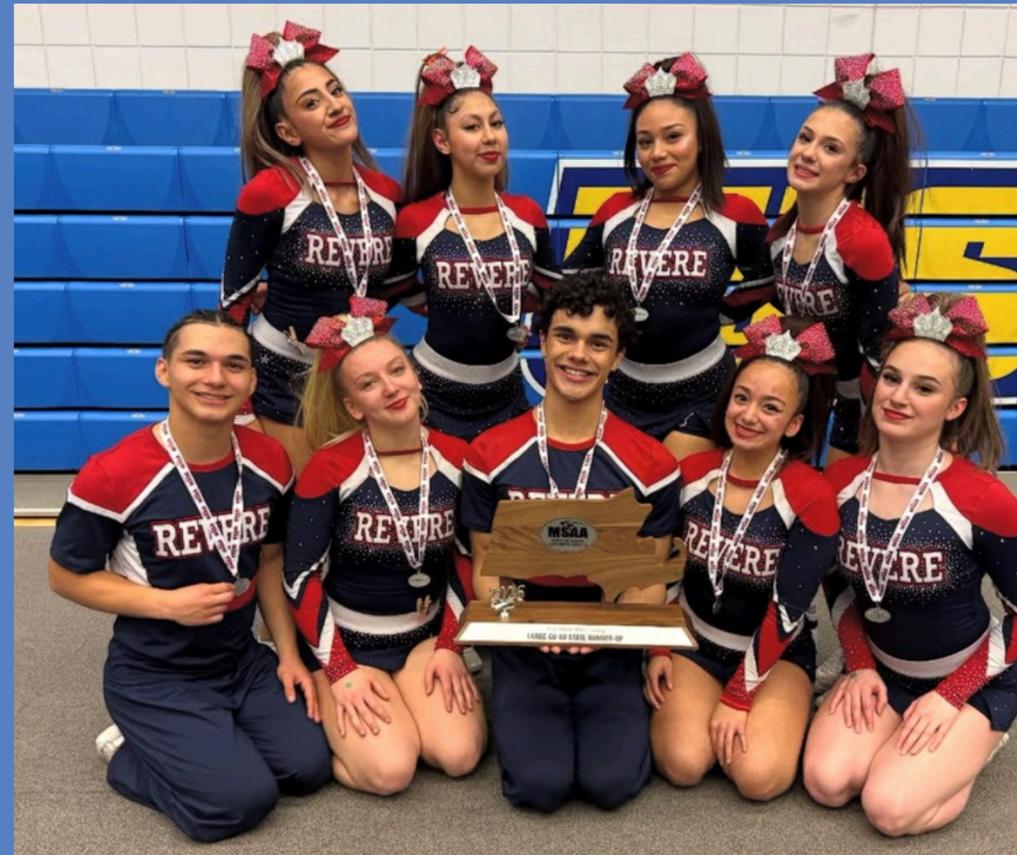
NAN PROJECT MENTAL HEALTH WORKSHOP

The Student Senate Opportunity and Inclusion Committee partnered with the NAN Project to host an open community discussion about mental health. Peer mentors shared their personal experiences with mental health struggles and engaged in an open dialogue with students. This discussion focused on mental health and its impact on the Revere community. Resources, such as Mental Health First Aid and the NAN Project, were shared during the workshop.

STUDENT ADVISORY BOARD

Sports Round-Up

REVERE HIGH SCHOOL CHEERLEADING



The RHS Cheerleaders finished second in the Massachusetts State Large CO-ED Division. A goal they've been dreaming about all season. NEXT STOP National Stage in Orlando, FL this March.

STUDENT ADVISORY BOARD

Sports Round-Up



GBL CHAMPS



Gemma Stamatopoulos
600 & 4x800



Olivia Rupp
4x800



Emma DeCrosta
4x800



Annalise Rodriguez
4x800

The RHS girls track finished the GBL season with 4 champs in the 800 and 600.

RHS Boys track are preparing to head to nationals in New York City.

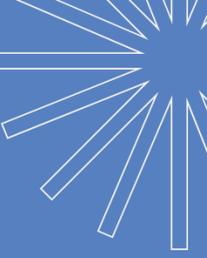
RHS CLUB REPORT

Model UN

Students are preparing for an exciting upcoming conference at Northeastern University. Another opportunity for students to showcase their public speaking skills!

Speech & Debate

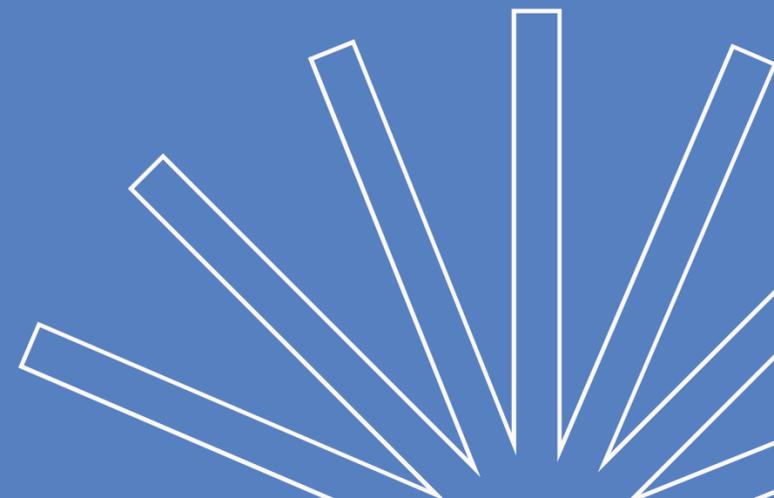
Congratulations to our freshman novice, Afomiya who will be representing Boston in the Grand National tournament in DC

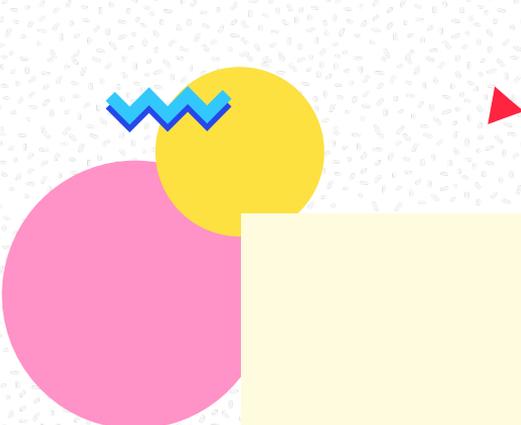


RHS CLUB REPORT

Mock Trial

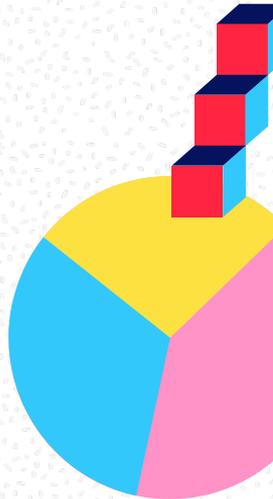
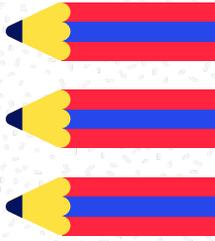
The Mock Trial team made RHS history! Being the first to win in their district and moving onto the State semifinals.





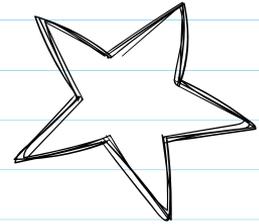
Student Led Conferences: Developing Agency and Empowerment

Paul Revere Innovation School
March 17, 2026





Today's Presenters



STARRING:

Grace Aborn - Grade 5 Student

Demitrio Mbuya - Grade 5 Student

ASSISTED BY:

Moe Coyle – Principal

Owen Martell - Grade 5 Teacher

Catherine Aborn- Grade 5 Parent

Ana-Maria Rincon - Grade 5 Parent

Initiative 4: Student Led Conferences (PRE Innovation Plan)

What is the initiative?	What have we done so far with this initiative?	What is the intended outcome?
<p>All students in grades K through 5 will participate in student led conferences that promote ownership of learning and empower students to take charge of the growth process.</p>	<p>The PRE Family Engagement and Support Committee created a format that our 5th grade team has piloted this school year.</p> <p>We will add one grade level each year over the course of our 5-year plan.</p>	<p>Students will show increased pride in their work, take ownership of their strengths and areas for growth, and demonstrate initiative by setting learning goals for continued improvement.</p> <p>Teachers and caregivers will be better positioned to support and guide the student in their educational journey.</p>



Focus of Student Led Conferences

- Ownership of Learning
- The Learning Pit
- Goal Setting

Student Led Conference Participation & Feedback

- 30 out of 53 conferences were student led
- Feedback results were unanimously positive stating that parents preferred student led conferences to traditional conferences.
- Responses included:
 - “The student led portion helped me have a better understanding of where my child felt they were and why. Which gave me a better sense of how to help make them feel more confident in learning”
 - “I was able to hear, from my child's point of view, what he's learning and what he's doing well and/or struggling in”

Grace Aborn



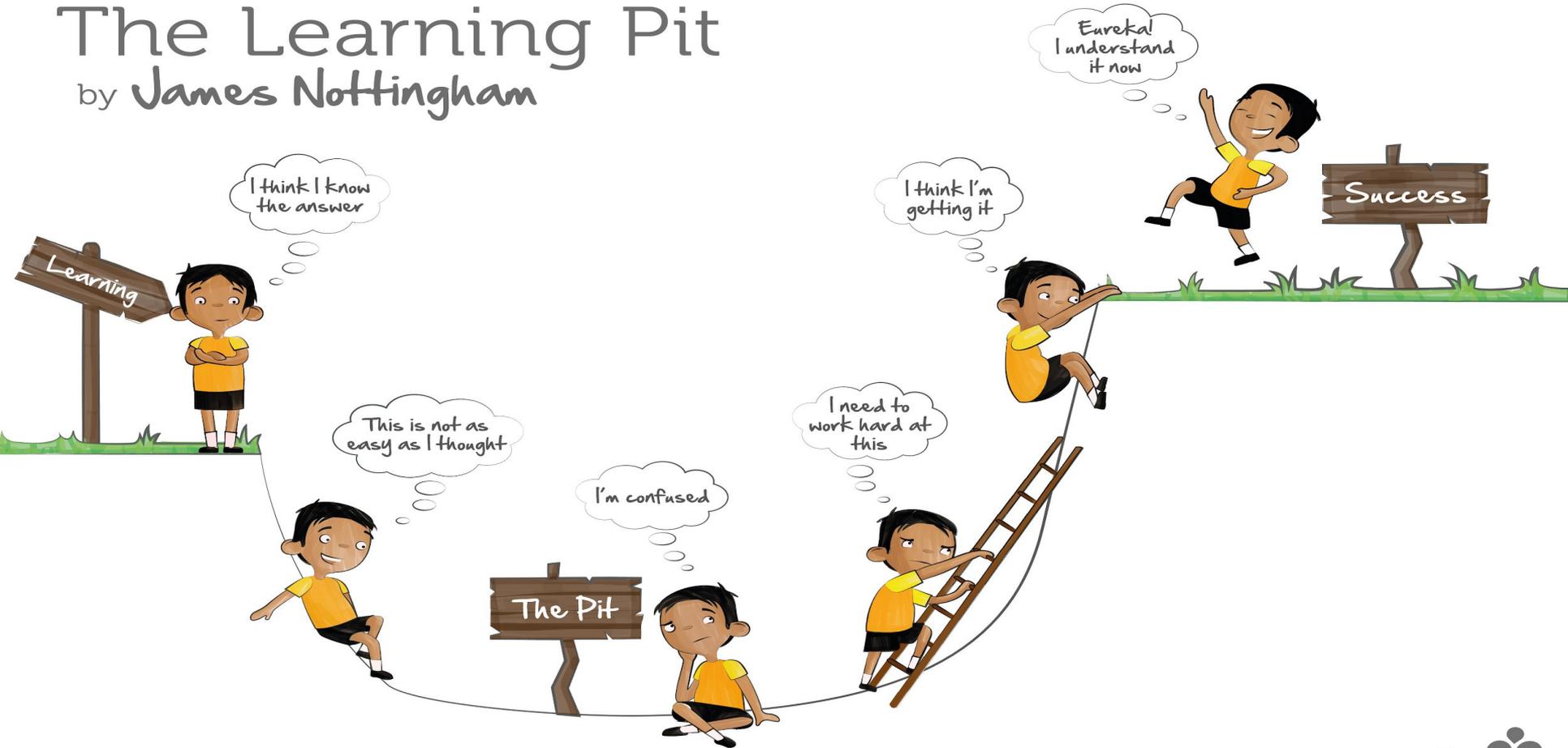
MY 5TH GRADE
SELF-REFLECTION

2025-2026
school year

FALL CONFERENCES

The Learning Pit

by James Nottingham



Reflect on your behaviors so far this year.
Rate your work habits listed below.
Drag the star to the appropriate column
based on your self-reflection.

WORK HABITS OF SUCCESSFUL STUDENTS

Work habits	Always	Most of the Time	Sometimes	Not Yet
I observe class and school rules.	★			
I begin and finish work in groups or by myself.	★			
I am prepared for class with all materials.	★			
I demonstrate consistent effort.	★			
I take responsibility for choices and actions.	★			
I demonstrate self control.	★			
I treat teachers and other adults respectfully.	★			
I interact cooperatively with others.		★		
I demonstrate problem solving skills.	★			

1. Think about this school year. What is one moment that made you feel *really proud* of yourself? What happened, and why did it make you proud?

One thing that made me very proud this year was when I got a 100 on my math test. This made me very proud of myself because it was a very important test and I am glad that I did very well on the test. My teacher was also very proud of me which made me feel proud.

2. Everyone gets stuck in the Learning Pit sometimes when learning something new. Describe a time when you felt stuck or frustrated. What did you do to keep going or to figure it out?

One time I got stuck and/or frustrated was when I had mcas. This made me frustrated because I was scared I would get a bad grade. I figured out a way to get out of the pit. I got out by calming down and using all the knowledge I know and all the resources this made me realize I long as I try my best I know I will be successful.

3. Set a goal for yourself! What is one thing you want to get better at in school? Be specific — for example, it could be in reading, writing, math, science, social studies, or a special. It can also be a behavior or work habit (listed on slide 3).

One goal I have for myself is to read at least 25 books in this school year or more.

One thing I want to get better at in school is social studies. More specifically is my continents I am good but not the best.

Demitrio Mbuya



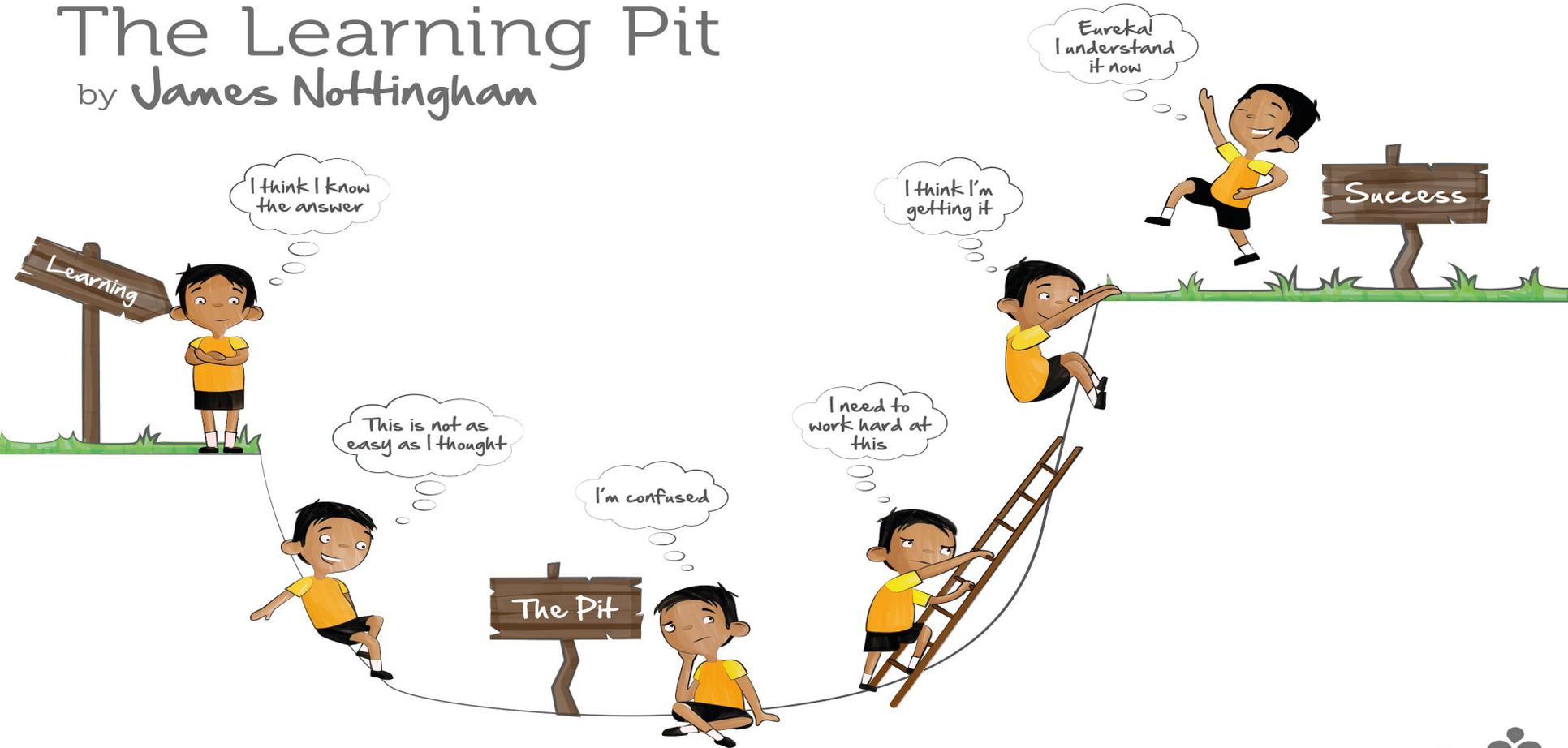
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I demonstrate self control.	★			
I treat teachers and other adults respectfully.	★			
I interact cooperatively with others.	★			
I demonstrate problem solving skills.		★		

1. Think about this school year. What is one moment that made you feel *really proud* of yourself? What happened, and why did it make you proud?

When I beat the fractions level on ST Math because I was stuck on that level for like 3 weeks. I was proud because it was one of the hardest levels I have worked on in ST Math.

2. Everyone gets stuck in the Learning Pit sometimes when learning something new. Describe a time when you felt stuck or frustrated. What did you do to keep going or to figure it out?

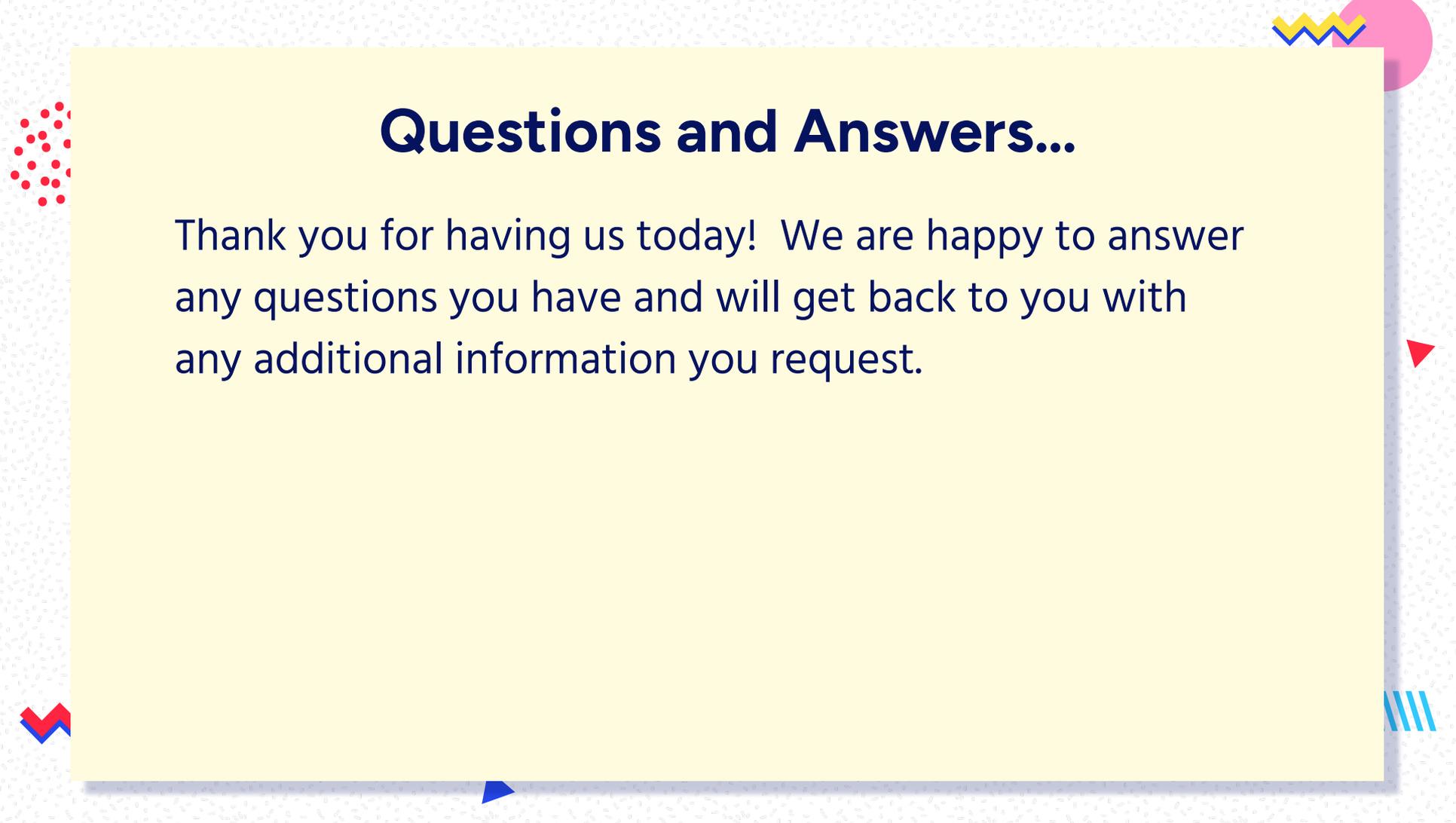
A time when I got stuck in the learning pit is when we were writing an essay and I didnt know what to write. I read a friends essay because we were sharing. It gave me an idea to use and get me out of the pit!

3. Set a goal for yourself! What is one thing you want to get better at in school? Be specific — for example, it could be in reading, writing, math, science, social studies, or a special. It can also be a behavior or work habit (listed on slide 3).

Gym and science because I really like doing sports. I also wanna learn more about science because I am really interested in space and astronomy.

Next Steps

- Strengthen caregiver feedback collection process
- Modify template to ensure accessibility for younger grades and to maximize conference impact under tight time constraints (15 minutes per conference)
- Train Grade 4 teachers who will implement student led conferences next year



Questions and Answers...

Thank you for having us today! We are happy to answer any questions you have and will get back to you with any additional information you request.

Revere High School *2026 Spring Updates*



What's Ahead Next Year at RHS?

- Career Concentration Updates
- Introducing Capstone Program
- Standards Based Grading
- Lead Teachers

Structure of a Career Concentration

- 4 course choices in concentration area
- Senior Capstone Experience
- Internship, Service, Work–Study Experience
- Club/Extracurricular (DECA, Model UN, Robotics Club)
- Competency Aligned Learning Portfolio
- Final Presentation
- RHS Certificate of Completion

RHS Career Concentrations

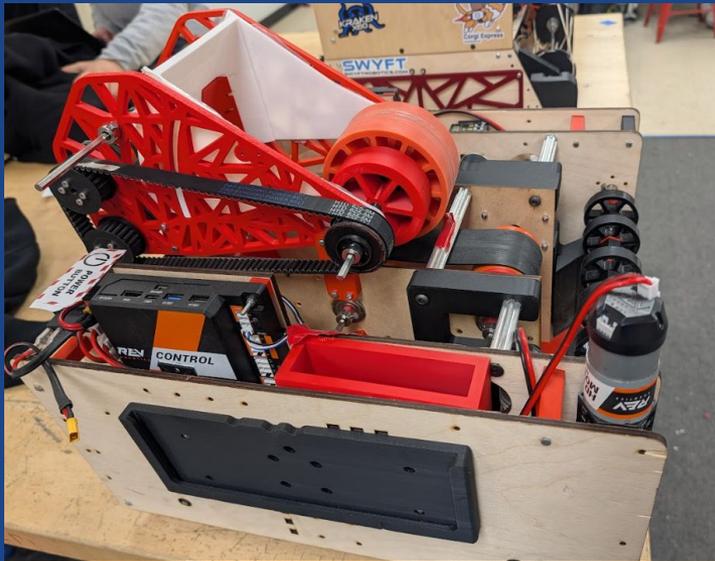
- SY26: Robotics & Engineering
- SY27: Hospitality, Business & Entrepreneurship
 - Launch AP Business & RHS DECA Chapter
- SY28–29: Marine Science, Education & Human Services, Biomedical & Health Sciences



RHS Capstone (implementing SY 27)

Interdisciplinary, performance-based learning experience for 12th grade students that:

- Applies “Discover, Design, Deliver” Approach
- Serves as a culminating demonstration of learning across disciplines.
- Encourages independent, inquiry-based work on a topic or problem of personal interest.
- Builds and showcases Vision of the Graduate Competencies
- Strengthens college, career, and civic readiness through authentic application of skills.
- Provides students with a sense of ownership and accomplishment before graduation.



What to Know About Standards Based Grading

- **Grades will reflect mastery of learning standards**, not points earned on assignments, using a proficiency scale that converts to traditional A–F grades.
- **All sections of the same course will use the same grading structure**, ensuring consistent expectations for students and families.
- **The system makes learning more transparent**, helping students and teachers see strengths, gaps, and where additional support is needed.
- **Spring Implementation Plan** includes time for faculty, students and caregivers going into next year.

Lead Teachers

- Department Leadership for Each Department
- Cost Neutral
- Lead Teacher Stipend, 2 Teaching Blocks, 1 Department Leadership Block, 1 Prep Block