

Revere School Committee Meeting Agenda
April 15, 2025

A Regular Meeting of the Revere School Committee will be held on **Tuesday, April 15, 2025, 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/88155979183?pwd=LejeqoXJrmpb1BxFN6iCRGLhUvS8TE.1>

Passcode:311493

Watch on Revere School Committee YouTube

<https://www.youtube.com/c/reverseschoolcommittee>

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. RMA Presentation – “The Power of Presence”
 - b. Health and Wellness Presentation – “RHS Youth Equity Corps: Peer to Peer Educational Opportunities & Internship”
 - c. Athletics/Physical Education Presentation – “Recent Sports Participation Trends and How to Best Support Our Athletes Moving Forward”
 - d. Ryan Huppert Research Presentation
 - e. VOCAL and MCIEA Data
7. HEARINGS (None)
8. Report of the Sub-Committees
 - a. Ways & Means
 - b. New RHS Building Committee
9. Motions
10. Unfinished Business
11. New Business
12. Executive Session

EXECUTIVE SESSION AGENDA:

1. Meeting in executive session pursuant to Massachusetts General Laws chapter 30A, section 21(a) for the following purpose:
 - a. Purpose (2) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

The Committee will not return to Open Session.

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



APRIL 15, 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

CLUB REPORT

Model Un

Revere High's Model UN participated in the Northeastern conference on 3/29! Congratulations to Erta and Sala for winning best delegation, and Jaleeyah for winning best position paper

North African Student Association

NASU had their potluck to celebrate Ramadan. It was an amazing celebration filled with laughs and food.

STUDENT ADVISORY BOARD

CLUB REPORT



RHS Robotics (NUTRONS)

The Robotics team attended the District Championship in Springfield, MA. The team took home the Impact award and are attending World Championships.

Speech & Debate

RHS Speech & Debate concluded their season at State finals. Noor Ashour took 4th place in Oral Interpretation and Erta took 5th place in Congressional Debate.

REVERE FINE ARTS NEWS

**Rumney Marsh Academy
Drama Club Proudly Presents**


**Disney
BEAUTY
AND THE
BEAST**

© Disney

Music by
Alan Menken
Lyrics by
Howard Ashman & Tim Rice
Book by
Linda Woolverton

JR

**Thursday, March 27th
Friday, March 28th
7:00 p.m. - Tickets \$8.00
RMA Lecture Hall**



Scan the QR code

This Month the 27th and 28th Rumney Marsh Academy Drama Club presents Disney Beauty and the Beast

And on April 3rd and 4th The Revere High School Drama Club presents Grease Featuring RPS alum and kiss 108 personality Giana Gravalese.

April 3rd and 4th - 7:00 PM - \$10.00

**REVERE HIGH SCHOOL
Drama Club
PRESENTS**

GREASE

TICKET



STUDENT ADVISORY BOARD



Adam Assour and Jaleeyah Figueroa attended Massachusetts Student Government Day.

Government day is a day where high school students from across the state participate in simulated government activities, learning about state government processes and engaging in debates and legislative sessions

**YOUR
PRESENCE IS
POWERFUL.**

RMA Spring 2025:

The Power of Presence





YOUR PRESENCE IS POWERFUL.

Congratulations to Finalists!

With so many incredible pieces to choose from, we wanted to also honor those submissions chosen as finalists. Congratulations to:

- [Manomet Elementary School \(K-5\) — Video Montage](#)
- [Walnut Square School \(K-2\) — Newscast](#)
- [Blackstone Valley Reg Tech \(VOC High School\) — Poem](#)
- [Rumney Marsh Academy \(6-8\) — Door Decorating](#)
- [Intergenerational Literacy Program \(Adult Education\) — Essay](#)

Thank you all for your participation and for your dedication to attendance in Massachusetts.

The month long advisory initiative allowed students to gain a better understanding of how impactful their presence is to our school community.

Not only were students able to reflect on the power of their presence in relation to personal academic/social success, but also recognized how their presence in school impacts their families, peers & teachers.

Advisory Outline

Click the link to jump to the days slides

The Power of Presence

Essential Questions:

How is your presence in school powerful?
What impact does your absence have on you and our community?

<u>Monday</u> 11/4	<u>Tuesday</u> 11/5	<u>Wednesday</u> 11/6	<u>Thursday</u> 11/7	<u>Friday</u> 11/8
Motivations	No School 5DP Day	Barriers	Attendance Policy	Impacts
<u>Monday</u> 11/11	<u>Tuesday</u> 11/12	<u>Wednesday</u> 11/13	<u>Thursday</u> 11/14	<u>Friday</u> 11/15
No School Veterans Day	Review/ Brainstorm	Early Release (Teachers pick up supplies this morning in main office)	Create	Create
<u>Monday</u> 11/18	<u>Tuesday</u> 11/19	<u>Wednesday</u> 11/20	<u>Thursday</u> 11/21	<u>Friday</u> 11/22
Create				Door Decoration is due!

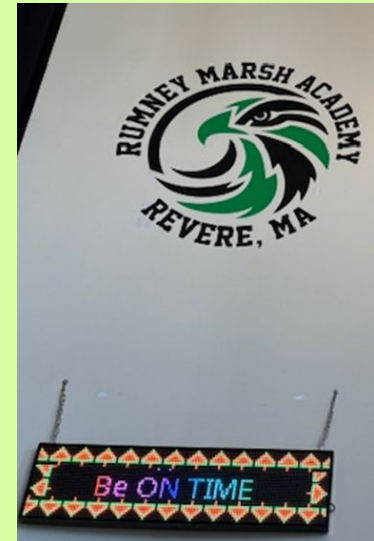
Student Creations



Power of Presence Part 2:



Tardies to School/Class



Power of Presence

Part 2: Advisory Outline



Calendar Links

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Framing</u>	<u>Small Group Discussion</u>	<u>Impacts</u>	<u>Time Management Skills</u>	<u>Morning & Evening Routines</u>



Students can identify how tardies impact their academics, sports, relate to future careers, and connect with peers to be held accountable for creating manageable routines.

Year-to-Date Attendance

Chronic Absenteeism

April 2024: 23.22%

April 2025: 17.25%

Percent change: +5.97%

Classroom Coaching Cycles

→Instructional Coaches

→Administrators

As part of our work with DESE from our targeted assistance status, we have levered the power of our presence as instructional leaders by observing 428 classroom lessons from mid-January to last week.

- **Data**
- **Impact**

DATA

Three areas of focus were identified after our initial DESE walk-throughs:

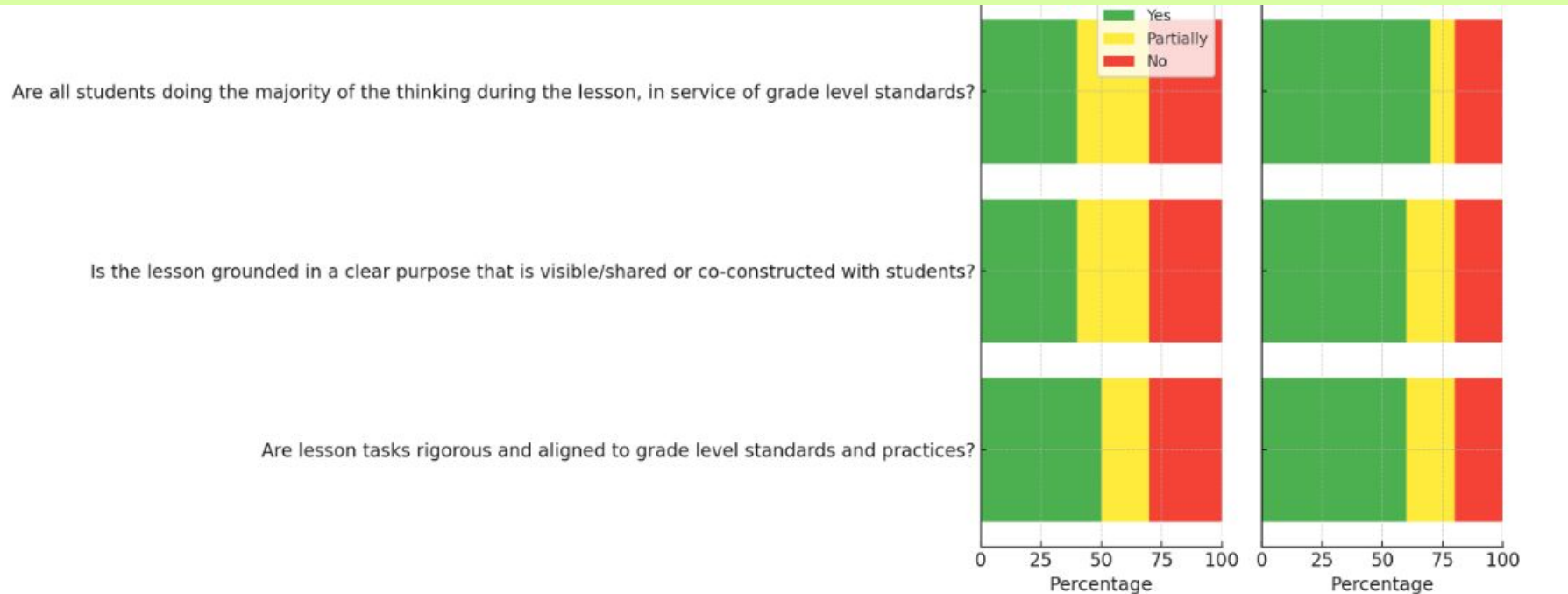
Are students engaging with grade-level materials and partaking in rigorous activities aligned with grade-level standards?

Are students and teachers able to articulate the purpose of the “why” behind their classroom work?

Who is carrying the cognitive load during class (Students or teachers)?

Administrators and instructional coaches have completed and provided feedback on 428 lessons from January to the first week of April. We have been in multiple classrooms daily.

IMPACT



1. Are lesson tasks rigorous and aligned to grade level standards and practices?

From January to mid-February, 50% of observed lessons were rated as having rigorous, grade-level aligned tasks. By mid-February through April 8, this increased to 60%, indicating a notable improvement in task rigor and alignment. The percentage of "No" responses also declined from 30% to 20%, suggesting fewer lessons were off-track in this area. This reflects a positive trend in planning and execution of standards-based instruction.

2. Is the lesson grounded in a clear purpose that is visible/shared or co-constructed with students?

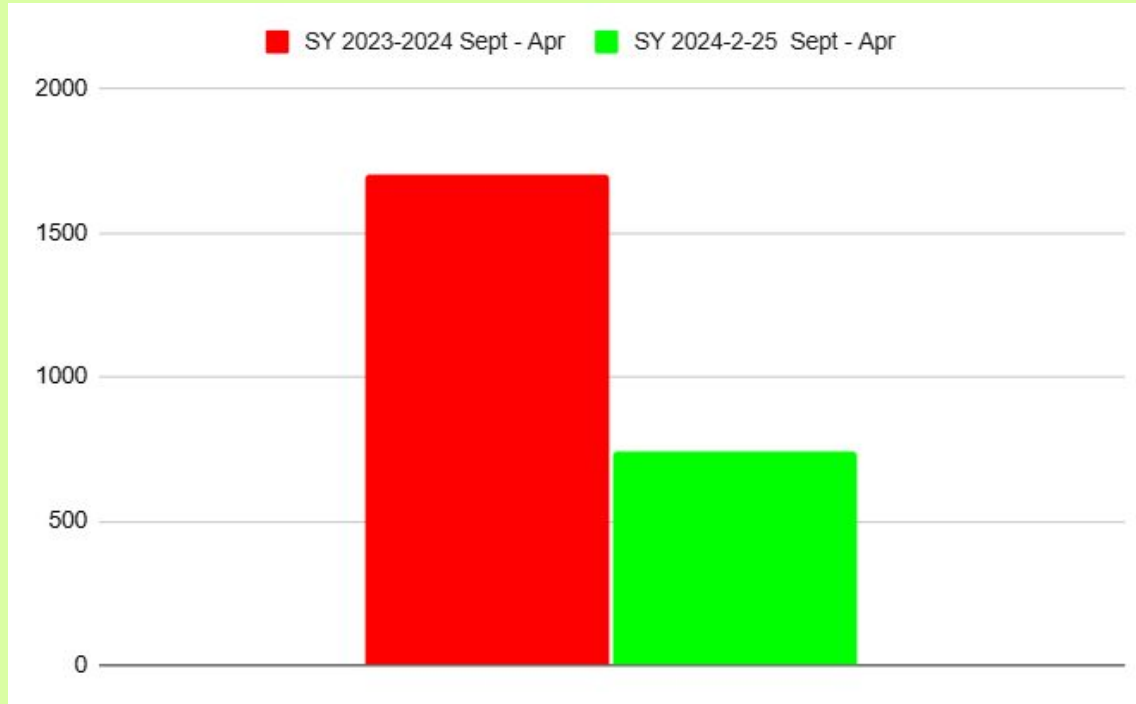
In the early observations, only **40%** of lessons demonstrated a clearly communicated or co-constructed purpose. This number rose to **60%** by April, showing **substantial growth in intentional lesson design and communication**. The proportion of "No" ratings decreased by 10 percentage points (from 30% to 20%), indicating progress in ensuring students understand the “why” behind their learning.

3. Are all students doing the majority of the thinking during the lesson, in service of grade level standards?

This area showed the **most significant growth**. Initially, **40%** of lessons had students doing most of the thinking. That figure jumped to **70%** in the later period, a **30-point increase**.

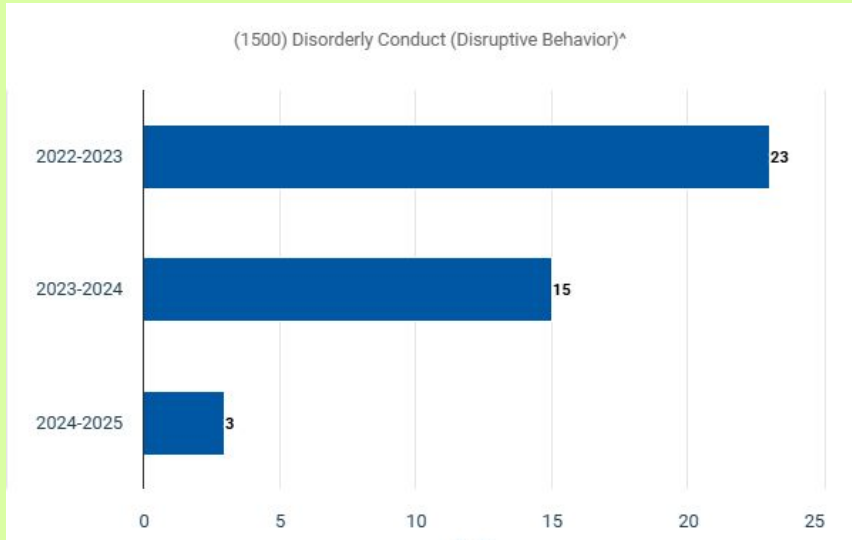
Meanwhile, "No" responses remained steady, but the sharp increase in "Yes" ratings points to **stronger student engagement and cognitive ownership of learning**, perhaps due to shifts in instructional strategies that promote discussion, analysis, or problem-solving.

IMPACT - Behavior Referrals



The number of behavior referrals from last year to this year has decreased by 56.6%!

IMPACT - Reportable Behavior Incidents



Major disruptions (



Our Presence is Powerful!

RHS YOUTH EQUITY CORPS

Peer to Peer Educational Opportunities & Internship



Jill Foley

Director of Comprehensive
Health & Wellness

Alongside RHS Youth Equity Corps students

Aadrita Rahman, Ayah Khamis & Endurance Nkeh





OUR PARTNERSHIP & GRANT Highlights

- 2023 Youth Risk Behavior Survey Facilitation
- Annual High School Self-Care Fair
- Caregiver Workshops (*Vaping, Self-Care, HOPE, MGB Immigrant Health*)
- Youth and TEEN Mental Health First Aid Trainings
- **Youth Health Equity Corps Internship & Interns**

SUPPORT from Laura McCoy, Jen Kelly, Tatiana Mesa, & Krystal Mellanakos-Garay.



What is the **YOUTH EQUITY CORPS INTERNSHIP?**



- **Semester-long internship**, a part of the Revere High School Internship Programming
 - Fall 24 – 7 Interns, Spring 25 – 13 Interns *5 returning
- **Peer Education Model**
 - Develop Leadership Skills
 - Students trained in teen Mental Health First Aid & HOPE curriculum.
(Healthy Outcomes from Positive Experiences)
 - Lessons taught within our RPS Middle Schools
- **Internship Peer to Peer Reach**
 - Taught approx. 200 Middle School students
 - 4 8th grade classes
 - 6 7th grade classes
 - By June, 200 additional middle school students
 - Spring engaging in 2 peer to peer models
(guests vs. continuous classroom presence)



THANK YOU! Principal Bowen, Diana Finn, & Meghann Gregorowicz at RHS.





PEER TO PEER LEARNING MODEL GOALS



- Provide **positive peer role models** for our younger students, coinciding with positive adult role models & relationships.
- Provide **opportunities for students to engage in authentic conversations** with their peers and perceived individuals they can connect to.
- Peer leaders are able to **develop their leadership skills and build capacity in supporting others** within their communities.



THE WORK IN ACTION

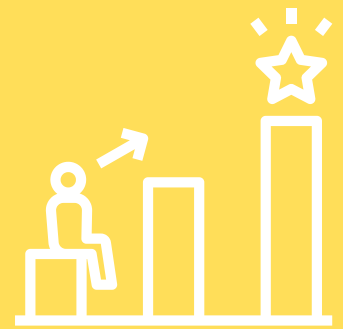
- Training Experiences
- Collaborating to Identify Student Needs
- Developing Learning Opportunities for Peers
- Facilitating Learning Opportunities
- Reflection & Refining

Aadrita Rahman,
Ayah Khamis
& Endurance Nkeh

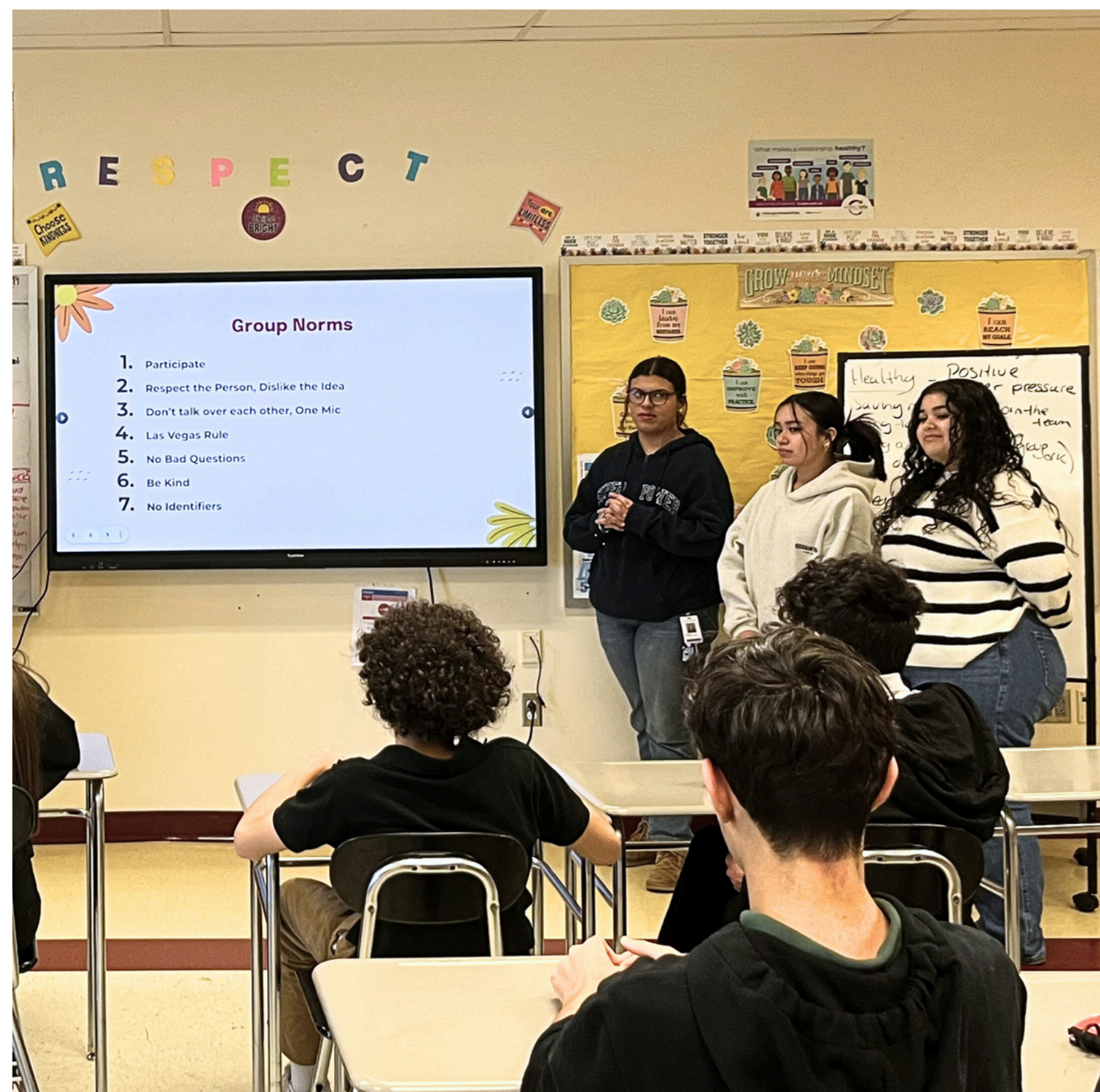


Moving Forward...

FUTURE GOALS



- Continue to offer this Internship experience at the High School level
- Expand to develop Middle School Equity Corps Leaders through afterschool opportunities
- Expand learning opportunities and relationships to the Elementary Grade Levels.
- Explore other ways our Equity Corps can support their peers as peer leaders outside of classroom learning opportunities.





THANK YOU

QUESTIONS?

For our Students or Jill



Jill Foley

Director of Comprehensive
Health & Wellness

Email: jfoley@reverek12.org

RHS

ATHLETICS

DEPARTMENT



**“SPORTS PARTICIPATION TRENDS AND HOW TO BEST
SUPPORT OUR ATHLETES IN THE FUTURE”**



Frank Shea

Director of Athletics &
Physical Education



REVERE
Public Schools

CURRENTLY WE HAVE DECLINING PARTICIPATION IN A NUMBER OF SPORTS

- **Urbans losing sub varsity programs due to lack of participation**
- **Revere no JV softball/Baseball/G Lax/ B Lax/Field Hockey**
- **Private schools: Malden Catholic, St. Mary's**
- **Vocational schools: Northeast Voke**
- **At RHS we also compete with JROTC + Robotics**
- **Many students are working or are needed at home for family support and can't make the commitment to participate in athletics**

DO WE OFFER TOO MUCH



- **We offer 27/31 sports programs (no skiing, rugby, gymnastics) with only 36% participation and only 25% if you take out Indoor and Outdoor Track**
- **Recently added girls Flag Football. 40 girls tried out for a team of 18**
- **Flag is Growing in popularity state wide over the last 3 years**
 - **Club team which practices twice a week and plays a 10 game schedule**
 - **Uniforms, equipment, referees are all provided free by The New England Patriots Organization for this season**
 - **Coaches are volunteering for this season**
 - **RHS cost for transportation approximately \$4,000**

A	B	C	D	E	F	G	H	I
GBL Spring 2025 Teams								
	Chelsea	Everett	Lynn Classical	Lynn English	Malden	Medford	Revere	Somerville
Varsity Baseball	✓	✓	✓	✓	✓	✓	✓	✓
JV Baseball	☐	✓	✓	✓	✓	✓	☐	✓
Varsity Softball	✓	✓	✓	✓	✓	✓	✓	✓
JV Softball	☐	✓	✓	☐	☐	✓	☐	☐
Girls Tennis	☐	✓	✓	✓	✓	✓	✓	✓
Boys Tennis	☐	✓	✓	✓	✓	✓	✓	✓
Girls Track	✓	✓	✓	✓	✓	✓	✓	✓
Boys Track	✓	✓	✓	✓	✓	✓	✓	✓
Varsity Girls Lacrosse	☐	✓	☐	☐	✓	✓	✓	✓
JV Girls Lacrosse	☐	✓	☐	☐	☐	✓	☐	☐
Varsity Boys Lacrosse	☐	✓	✓	✓	✓	✓	✓	✓
JV Boys Lacrosse	☐	☐	☐	☐	☐	☐	☐	☐
Boys Volleyball	✓	✓	✓	✓	✓	✓	✓	✓
JV Boys Volleyball	✓	✓	✓	☐	☐	☐	✓	✓
	Sports Offered							
	Co/Op Agreement							
	Sports Not Offered							



What are the next steps?



- **More aggressively continue to promote sports opportunities in the middle schools.**
 - **June visit with athletes + slide show to promote athletic program.**
- **Continue to encourage coaches to run summer/weekend mini clinics with collaboration from parks + recreation department.**
- **Encourage coaches to be visible at RHS + promote their sports.**
- **Add non-traditional sports such as Field Hockey, Lacrosse and Golf to the middle school physical education curriculum.**
- **Encourage middle school physical education teachers to speak to students about the value of playing high school sports.**
- **Increase advertising of sports opportunities through parent square, daily school announcements and school bulletin boards.**

RECENT PARTICIPATION

FALL 2021 - 2022 ROSTERS		FALL 2022 - 2023 ROSTERS	FALL 2023 - 2024 ROSTERS	FALL 2024 - 2025 ROSTERS
SPORT	EMROLLMENT #	EMROLLMENT #	EMROLLMENT #	EMROLLMENT #
Cheering	17	24	15	18
Cross Country - Boys'	11	4	7	3
Cross Country - Girls'	7	6	10	5
Field Hockey	27	22	20	18
Football	52	60	52	55
Golf (Co-Op)	12	11	8	4
Soccer - Boys'	49	63	80	77
Soccer - Girls'	53	53	44	46
Volleyball	37	41	32	37



WINTER 2021 - 2022 ROSTERS		WINTER 2022 - 2023 ROSTERS	WINTER 2023 - 2024 ROSTERS	WINTER 2024 2025 ROSTERS
SPORT	EMROLLMENT #	EMROLLMENT #	EMROLLMENT #	EMROLLMENT #
Boys' Basketball	42	43	39	41
Boys' Indoor Track	23	22	38	36
Cheering	23	23	15	28
Girls' Basketball	18	22	21	21
Girls' Indoor Track	31	53	45	58
Ice Hockey (Co-Op)	14	8	3	3
Swimming	28	28	24	18
Wrestling (Co-Op)	2	3	6	1



SPRING 2021 - 2022 ROSTERS		SPRING 2022 - 2023 ROSTERS	SPRING 2023 - 2024 ROSTERS	SPRING 2024 2025 ROSTERS
SPORT	EMROLLMENT #	EMROLLMENT #	EMROLLMENT #	EMROLLMENT #
Baseball	30	29	14	16
Boys' Lacrosse	13	18	20	15
Boys' Tennis	25	9	11	8
Boys' Track	46	37	32	59
Boys' Volleyball	21	24	28	28
Girls' Lacrosse	20	17	15	13
Girls' Tennis	25	30	31	31
Girls' Track	36	59	56	79
Softball	41	27	17	14
Flag Football	0	0	0	18

REVERE
ATHLETICS



REVERE
ATHLETICS



POSSIBLE NEXT STEPS - COST CUTTING



1. Eliminate assistant Golf Coach position.
Rationale: As long as we are in co-op, we already have two coaches for a small number of athletes.
2. Eliminate the 8 team assistant stipends (\$1,000 ea.)
Rationale: These are part time positions that are not always utilized.
3. Assign a number of participants for each sport to be offered.
Rationale: Some districts use this formula and only offer teams that meet the required number of athletes. Avoids rescheduling due to lack of players, forfeits or cancelled season.
4. Eliminate sub varsity positions if teams are not offered.
Rationale: Currently coaches are allowed to remain coaching as additional varsity assistants.



5. Combine Varsity Girls Cross Country with Varsity Boys Cross Country when members dictate and eliminate one head coaching position.
Rationale: Doesn't make fiscal sense to offer two head coaching positions for a very limited number of athletes.
6. Look into renegotiating current Hockey co-op. Currently we pay 25% of ice cost.
Rationale: With only 2 players returning (both seniors). We may be able to save money if we negotiate to a per player cost rather than 25% even split between schools.
7. Look into other co-op opportunities to keep sports available.
Rationale: Co-ops allow you to keep offering sports to interested athletes but at a decreased cost.
8. Apply for additional 8th grade waivers with the MIAA.
Rationale: 8th grade waivers allow students to participate at the high school level when the high school can not sufficiently fill a roster.

THANK YOU

