

**Revere School Committee Meeting Agenda**  
**September 20, 2022**

A Regular Meeting of the Revere School Committee will be held on **September 20, 2022** at **6:00 PM** in the **Ferrante School Committee Room at Revere High School** and via **Zoom Webinar**.

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join.

<https://us02web.zoom.us/j/85614920987?pwd=My9oQnlwUUVMVGZbDR0MkVka1d4Zz09>

Passcode: pw80fG

Watch on Revere School Committee YouTube

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

**REGULAR MEETING:**

1. Pledge of Allegiance/Call to Order
2. Recognition
  - a. Erika Svendsen
3. Consent Calendar (vote required)
4. Student Representative Report
5. Public Speak
6. Superintendent Report
  - a. Beachmont Veterans Memorial School Presentation – “Restructuring Half Days at Beachmont” - Mr. Chris Freisen
  - b. Whelan School Presentation – “Paraprofessional Professional Day & Whelan Core Presentation “ - Mr. Andre Pelletier
  - c. The Crown Act
  - d. Revere Athletics Policy – “Team Supervision” – Mr. Frank Shea
  - e. District Improvement Plans
7. HEARINGS (None)
8. Report of the Sub-Committees
  - a. Superintendent Evaluation
9. Motions
  - a. Motion to encumber \$54,040. for Invoice #87970.00.0-17, for Perkins Eastman Architect DPC, for July 2022 Professional Services
  - b. Motion to approve payment of Invoice #87970.00.0-17 for Perkins Eastman Architect DPC, for July 2022 Professional Services
  - c. Motion to encumber \$54,040. for Invoice #87970.00.0-18, for Perkins Eastman Architect DPC, for August 2022 Professional Services
  - d. Motion to approve payment of Invoice #87970.00.0-18 for Perkins Eastman Architect DPC, for August 2022 Professional Services

10. Old Business
11. New Business
12. Executive Session
13. Adjournment

**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.**

Respectfully submitted,

Dianne K. Kelly, Ed.D  
Superintendent of Schools

DK/rp

File: BEDH

## **PUBLIC PARTICIPATION 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 citizens of the District to attend 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 the wishes and ideas of the Revere school community on matters within the scope of their authority. 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.

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

3. 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.
4. Public Speak shall concern items that are not on the School Committee's agenda, but which are 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.
5. 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. No more than six (6) speakers will be accommodated at any individual meeting.
6. Large groups addressing the same topic are encouraged to consolidate their remarks and/or select a spokesperson to comment at Public Speak.
7. 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.
8. 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.

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: March 2019

# Beachmont Veterans Memorial School

Restructuring Half Days at  
Beachmont





# School Improvement Plan Objectives

- ❑ Building an anti-racist community
- ❑ Promoting social and emotional health
- ❑ Meeting the needs of ALL students

# Overview of Beachmont Leadership Teams

- ❑ 4 Bees(Promoting social and emotional health)
- ❑ Instructional Leadership Team(Meeting the needs of ALL students)
- ❑ Equity Team(Building an anti-racist community)
- ❑ School Improvement Committee(Addressing School-Wide Initiatives)

\*Leveraging our Beachmont Leadership Teams to meet School Improvement Goals\*

# 4 Bees Celebrations

- ❑ “The 4 Bees”- Respectful, Responsible, Safe, and Kind
- ❑ Students receive “Buzz Abouts” daily from staff(recognized at lunch)
- ❑ Grade-level teams keep track of points and set standard for celebration participation
- ❑ Monthly Celebrations planned for ½ Days

Beachmont is Buzzing About

For Being

Respectful Responsible Safe Kind

because \_\_\_\_\_

Staff Member \_\_\_\_\_



# Rethinking the Structure of Half Days

- ❑ Utilizing Non Traditional Day to Focus on Social-Emotional Learning
- ❑ Building community and school culture
- ❑ Recognizing students making positive choices
- ❑ Meeting the social-emotional needs of students
- ❑ Meeting the needs of ALL students
- ❑ Having FUN!!!!



# 4 Bees Celebrations in Action





















# School-Based Equity Team

- ❑ Monthly meetings to discuss needs of building,
- ❑ Helped develop our Beachmont Equity Plan
- ❑ Build on the work that was done by school-based equity team in previous years
- ❑ Understanding and recognizing work that needed to be done
- ❑ Conducted December Staff Self Reflection Survey to gauge needs of staff
- ❑ Move from theory to practice



# Combination on Celebration and Equity Support Pilot

- ❑ Part of the day focused on celebration
- ❑ Part of the day focus on equity work and building community
- ❑ Part of the day focused on academic support
- ❑ Equity Team compiled resources connected to Teaching Tolerance
- ❑ Classroom/Grade-level activities to ensure that all students feel welcome, supported and all voices are heard

By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EI status, special education status, poverty level, and gender identification.

# Equity Team Reflection/Follow Up

- ❑ Monthly Survey of Staff following half days
- ❑ Great response from Students
- ❑ Brought grade levels closer
- ❑ Overall positive feedback from staff and students
- ❑ Equity team would create responses
- ❑ Grade level teams would adapt plan to accommodate their students during PLG

# Half Day Celebration for 22-23 School Year

- ❑ Strategic Social-Emotional Focus of Half Days
- ❑ Leveraging Beachmont Leadership Teams to continue to support lessons and activities that happen throughout the day
- ❑ Continue Monthly Celebrations to recognize positive choices
- ❑ Providing space and resources for grade-level teams to address SEL needs
- ❑ School-Adjustment Counselors Collaboration with Grade-Level Teams
- ❑ Continued opportunities to improve School Culture





It's a great day to be a bee!

# **School Committee Meeting**

**- - -**

**Tuesday, 9.20.22**



**A.G. WHELAN  
SCHOOL**

# What's going on @ Whelan?!

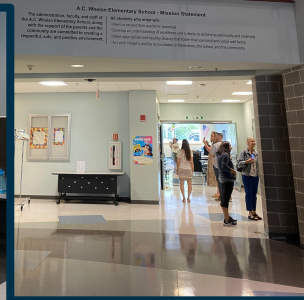
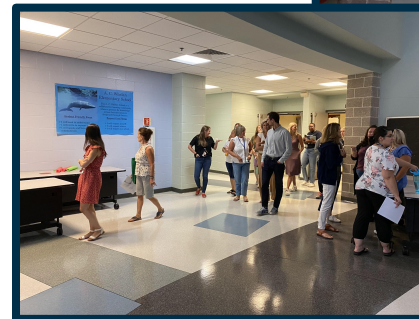
## ● Paraprofessional “PD”

Potential PD Topics for Paras	
Topics	In-house resource
Tour of School at beginning of year!!!	Admin/Leadership
Understanding SEL <ul style="list-style-type: none"> <li>In general</li> <li>Specific to SLG rooms?</li> </ul>	Counselors (perhaps SLG)
SLG-specific support	
Management/Behavior <ul style="list-style-type: none"> <li>Triggers</li> <li>De-escalation</li> </ul>	Lauren
Whelan Core Values	Admin/Leadership/Core
Tech <ul style="list-style-type: none"> <li>Staff stuff (Google Drive, etc)</li> <li>Student apps               <ul style="list-style-type: none"> <li>ST /Math, etc</li> </ul> </li> </ul>	Sandy/Rich/ EDTT Lit/Math Coaches
Intervention-specific supports <ul style="list-style-type: none"> <li>Lit:               <ul style="list-style-type: none"> <li>SIPPS!!!</li> </ul> </li> <li>Math:               <ul style="list-style-type: none"> <li>ST /Math?</li> <li>Whole group “games”</li> </ul> </li> </ul>	Coaches/Interventionists
CPI/De-escalation	Karen Suttie/Joanna Rizzo?
CPR	???

A.C. Whelan Elementary School

Whelan PD Plan 22-23			
September 14th		February 15th	
<b>Teachers</b> • Who are we and what do we value? (revisiting our vision) • “Exit ticket” - hopes for the year!	<b>Paras</b> • Two Groups • Tour of School!!! • Tour of School!!! • Ideas for future sessions?	<b>Teachers</b> • Director meetings	<b>Paras</b> • 2 or 3 offerings
October 18th		March 15th	
<b>Teachers</b> • Director meetings	<b>Paras</b> • 2 or 3 offerings	<b>Teachers</b> • Whelan Core Values follow-up • MCAS training (3-5 others) • SEL • “Exit ticket” - Spring to Fall	<b>Paras</b> • Whelan Core Values (2-3 groups)
November 22nd		April 12th	
<b>Teachers</b> • Whelan vision follow-up • Equity and Inclusion • “Exit ticket” - 2 success so far	<b>Paras</b> • Whelan Core Values (2-3 groups)	<b>Teachers</b> • Director meetings	<b>Paras</b> • 2 or 3 offerings
December 14th		May 2nd	
<b>Teachers</b> • Director meetings	<b>Paras</b> • 2 or 3 offerings	<b>Teachers</b> • Director meetings	<b>Paras</b>
January 25th		June 7th	
<b>Teachers</b> • Whelan vision • Halfway celebration!!! • “Exit ticket” - Leadership feedback	<b>Paras</b> • Mid-year check-in (2 or 3 groups)	<b>Teachers</b> • Whelan vision follow-up/wrap-up • End of Year Celebration/Reflection • “Exit ticket” - Leadership feedback	<b>Paras</b> • End of year celebration/reflection

A.C. Whelan Elementary School



## ● Whelan Core Values

# Para “PD”

## Why?

### New People!

Welcome to Whelan!!!!

#### New Paras!

- Shaunna Braid - PM Library
- Andrea Marston - Reading
- Anila Collaku - SLG/ASD
- Maria Catalano - SLG/ASD
- Shams Alfarrar - SLG/ASD

André

### Para Schedules AND ROLES!

Hours	Assignment
10:35-2:30	Classroom: ASD Program
8:20-2:50	Classroom: ASD Program
10:50-2:45	Classroom: ASD Program
10:50-2:45	Classroom: ASD Program
8:20-12:15	Classroom: ASD Program
8:20-12:15	Classroom: ASD Program
8:20-12:15	Classroom: ASD Program
10:50-2:45	Classroom: ASD Program
8:20-12:15	Classroom: ASD Program
9:45-1:40	Classroom: ASD Program
8:20-12:15	Classroom: ASD Program
8:20-2:50	Classroom: ASD Program
8:20-12:15	Classroom: Inclusion
8:20-12:15	Classroom: Inclusion - D
10:45-2:40	Intervention
8:05-12:00	Library Aide
	Library Aide
8:20-12:15	Reading Intervention
8:30-12:25	Reading Intervention
8:30-12:25	Reading Intervention

# Para “PD”

## When & How?!

### Early Release Wednesdays



September 14th		February 15th	
<b>Teachers</b> <ul style="list-style-type: none"> <li>Who are we and what do we value? (revisiting our vision)</li> <li>"Exit ticket" - hopes for the year!</li> </ul>	<b>Paras</b> <ul style="list-style-type: none"> <li>Two Groups                             <ul style="list-style-type: none"> <li>Tour of School!!!!</li> <li>Tour of School!!!!</li> </ul> </li> <li>Ideas for future sessions?</li> </ul>	<b>Teachers</b> <ul style="list-style-type: none"> <li>Director Meetings</li> </ul>	<b>Paras</b> <ul style="list-style-type: none"> <li>2 or 3 offerings</li> </ul>
October 19th		March 15th	
<b>Teachers</b> <ul style="list-style-type: none"> <li>Director Meetings</li> </ul>	<b>Paras</b> <ul style="list-style-type: none"> <li>2 or 3 offerings</li> </ul>	<b>Teachers</b> <ul style="list-style-type: none"> <li>Whelan Core Values Follow-up</li> <li>WCAS training (1.5 webinars)</li> <li>SEL</li> <li>"Exit ticket" - Spring to Fall</li> </ul>	<b>Paras</b> <ul style="list-style-type: none"> <li>Whelan Core Values (2-3 groups)</li> </ul>
November 2nd		April 12th	
<b>Teachers</b> <ul style="list-style-type: none"> <li>Whelan vision follow-up</li> <li>Equity and Inclusion</li> <li>"Exit ticket" - success so far</li> </ul>	<b>Paras</b> <ul style="list-style-type: none"> <li>Whelan Core Values (2-3 groups)</li> </ul>	<b>Teachers</b> <ul style="list-style-type: none"> <li>Director Meetings</li> </ul>	<b>Paras</b> <ul style="list-style-type: none"> <li>2 or 3 offerings</li> </ul>
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January 25th		June 7th	
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A.C. Whelan  
Elementary School

### Colleagues' Expertise!

Potential PD Topics for Paras	
Topics	In-house resources/leaders
Tour of School at beginning of year!!!!	Admin/Leadership
Understanding SEL <ul style="list-style-type: none"> <li>In general</li> <li>Specific to SLG rooms?</li> </ul>	Counselors (perhaps SLG teachers?)
SLG-specific support	
Management/Behavior <ul style="list-style-type: none"> <li>Triggers</li> <li>De-escalation</li> </ul>	Lauren
Whelan Core Values	Admin/Leadership/Core Values Team
Tech <ul style="list-style-type: none"> <li>Staff stuff (Google Drive, etc)</li> <li>Student apps                             <ul style="list-style-type: none"> <li>ST Math, etc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sandy/Rich/Ed???</li> <li>Lit/Math Coaches?</li> </ul>
Intervention-specific supports <ul style="list-style-type: none"> <li>Lit:                             <ul style="list-style-type: none"> <li>SIPPS???</li> </ul> </li> <li>Math:                             <ul style="list-style-type: none"> <li>ST Math?</li> <li>Whole group "games"</li> </ul> </li> </ul>	Coaches/Interventionists?
CPI/De-escalation	Karen Suttie/Joanna Rizzo?
CPR	???

A.C. Whelan  
Elementary School

# Whelan Core Values

## Why?



**At Last  
Year's  
Meeting...**

My Goals this year:

- 1. Who are we?**
- 2. What do we need?**
- (3. Where are we going?)*

من نحن؟

Who are we?

Quem somos nós?

¿Quienes somos nosotros?



# Whelan Core Values

## Why?

### New People!

Welcome to Whelan!!!!

Kristina Halloran - Nurse  
Marissa Rosenfield - Lit Interventionist  
Eduarda Berry - Grade 5  
Isabel Jones - Grade 5  
Ellie Lawson - Art  
Paul Norton - SpEd Liaison

André

### New Structures

	8:20 - 8:40	8:40 - 9:20	9:20 - 10:00	10:00 - 10:40	10:40 - 11:20	11:20 - 12:00	12:00 - 12:40	12:40 - 1:20	1:20 - 2:00	2:00 - 2:40	2:40 - 2:55
K	Arrival	ELA CORE BLOCK		PGT/Specials Intervention/ Prep	Recess/Lunch	MATH CORE BLOCK	SS/Sci	Intervention/ Prep	Writing		Closing Circle/ Dismissal
1	Arrival	ELA CORE BLOCK		MATH CORE BLOCK	SS/Sci	Lunch/Recess	PGT/Specials	Writing	Intervention/ Prep		Closing Circle/ Dismissal
2	Arrival	MATH CORE BLOCK	SS/Sci	PGT/Specials Intervention/ Prep	Lunch/Recess	ELA CORE BLOCK	Writing	Intervention/ Prep			Closing Circle/ Dismissal
3	Arrival	MATH CORE BLOCK	SS/Sci	Intervention/ Prep	Recess/Lunch	ELA CORE BLOCK	Writing	PGT/Specials			Closing Circle/ Dismissal
4	Arrival	Intervention/ Prep	HUMANITIES CORE Block (ELA/SS)	Writing/Science	PGT/Specials Intervention/ Prep	Lunch/Recess	MATH CORE BLOCK		Science/Writing		Closing Circle/ Dismissal
5	Arrival	PGT/Specials		Writing/Science	Intervention/ Prep	Recess/Lunch	MATH CORE BLOCK		Science/Writing		Closing Circle/ Dismissal

### TIME!!!



# Whelan Core Values

## When?

### Principal Meetings...



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A.C. Whelan Elementary School

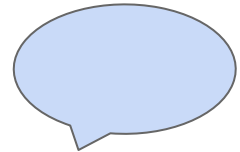
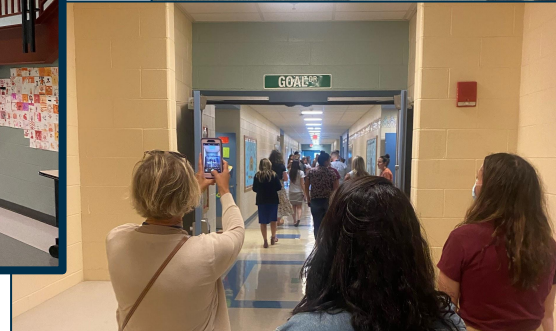
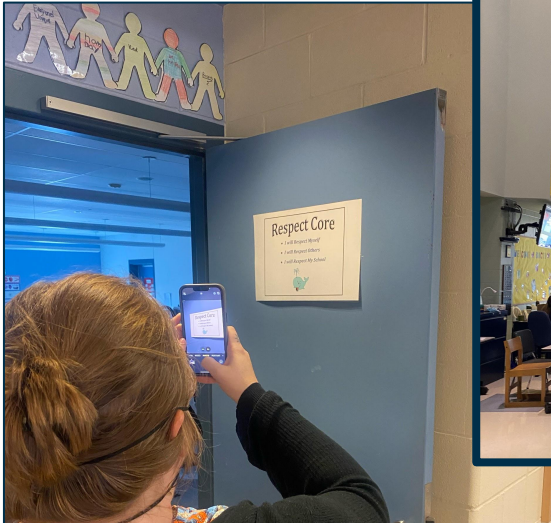
### ...Started Last Week!...



# Whelan Core Values

## How?

### 1. What's here?



# Whelan Core Values

## How?

### 2. Notice & Wonder?



**Notice**

- a lot of kindness
- a lot of dated signage
- bare transition/common spaces

**Wonder**

- do we all understand the signage  
students + teachers
- how can we change that/improve signage understanding

**Missing**

- not very kid friendly signage

① old 7 Habits ☹️  
dated signage ☹️  
motto mishmash ☹️  
work done by kids ✓😊  
not all kid-friendly  
- academic focus ☹️  
- core values  
- "student-friendly" focus  
Who is Ms Kulakowski?  
expectations around work  
What is our focus?  
Focus + Clarity (of expectations) are missing

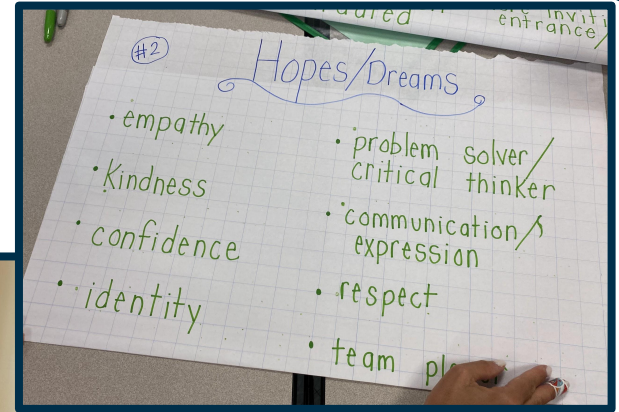
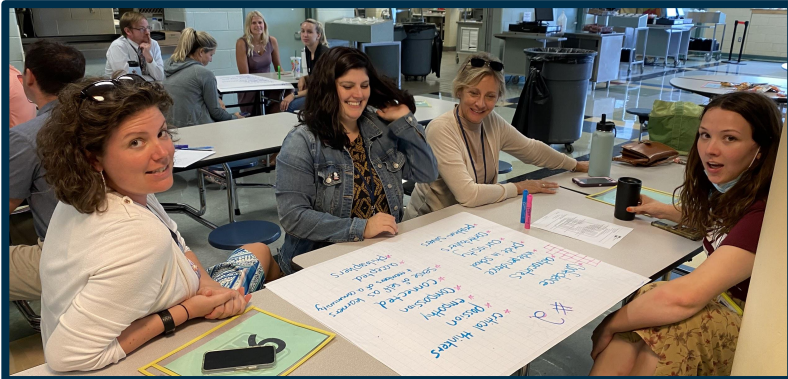




# Whelan Core Values

## How?

### 3. Hopes and Dreams



# Whelan Core Values

## How?

**4. Families,  
Kids,  
and a  
Team!  
Oh my!**

Ideas for "committees"

Idea for "Committee"	Potential "goal" of committee's work	"Schedule"		Who's interested?
		Starting	How frequently?	
Core Values		Already started!!!!		
Equity	from the Equity plan that we can take & lead the school in taking them	Sept	1x/month	Edwina Barry
Schedule	Gather feedback and draft ideas for a new schedule	Winter	1x/month??	Sara Glavaš
All School Meetings (K-2 and 3-5????)	Brainstorm ideas for an "All School Meeting" program: (where, when, how often, what, who???)	Sept	1x/month?	Cheri Murphy Sidney Flicker
Recess	Develop plans for better use of outdoor spaces	Oct	??	Catherine Corrado Amy Rotger
Leadership Advisory	Representative group to gather and disseminate info (ILT)	Sept	1x/month	Cheri Murphy Jen Felice Martha Mahoney
Space Force	Rethinking use of spaces in school Particularly making the 2nd floor teachers room more relaxing and inviting for all staff	Winter	1x/month?	Melissa Randall Lisa Piccadaci-Silva



2022-2023



# NEW REVERE ATHLETICS



# Policy

TEAM SUPERVISION

**Frank Shea**

*Athletics Director*

Revere Public Schools

# NEW Policy **RATIONALE**

- **Increases and adds awareness of policies** and **supervision** between athletes and coaches
- **Additional layer of compliance** to go along with other areas of compliance (*physicals, academics, hazing, concussions and injuries*) for athletes and parents/guardians
- **Addresses the need for adult supervision** whenever students are in a coaches care or in athletic facilities on or off campus
- **Strengthens our Athletic Handbook** to include policies currently used by some other surrounding districts

## TEAM SUPERVISION



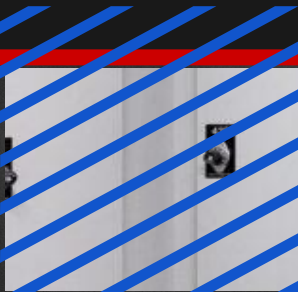


NEW

# HANDBOOK Language

Students participating in voluntary extra-curricular activities, including but not limited to intramural or interscholastic athletics, are required to return a signed release of liability to the administrator/supervisor of the event/activity prior to engaging in the activity, event, or, in the case of athletics/sports, to the Athletic Director prior to the commencement of the specific athletic/sport's season recognized by the Massachusetts Interscholastic Athletic Association ("MIAA"). As these activities are voluntary, the student's participation in an event, activity, or athletic/sports season is conditioned upon receipt of the signed and returned release of liability form. Massachusetts law permits use of such releases for school-related voluntary extra-curricular activities, including but not limited to athletics/sports. Release forms will be distributed by the Athletic Director and/or by the administrator overseeing activities.

The student's participation in any extra-curricular activity, including but not limited to intra-mural or interscholastic athletics/sports of any nature, is conditioned on compliance with all applicable laws, district policies (including but not limited to policies relative to student conduct and discipline, bullying, hazing, harassment, and discrimination), all MIAA policies, and district values and behavioral expectations, coaches and/or other school staff will routinely monitor locker/dressing/changing room activities. Such monitoring may include physical presence by coaches or other staff in locker/dressing/changing rooms. While monitoring students in locker/dressing/changing rooms, all coaches and staff will give appropriate consideration to student privacy. Students seeking increased privacy when changing clothes/uniforms may utilize individual stalls and/or privacy curtains or screens where available, and are encouraged to address any privacy related concerns with the coach or building principal/designee.





# PARENT CONSENT Form



## PARENTAL CONSENT, RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT

We, the undersigned parent/guardian of \_\_\_\_\_ [STUDENT NAME] ("Student") and Student, do hereby consent to Student's participation in voluntary athletic/sports, extra-curricular, or co-curricular programs of the Revere Public Schools and do forever RELEASE, acquit, discharge, and covenant to hold harmless the Revere Public Schools, the City of Revere, and all their officials, officers, employees, servants, agents, representatives, and volunteers ("Releasees"), of and from any and all actions, causes of action, claims, demands, damages, costs, loss of services, expenses and compensation, inclusive of attorney fees, on account of, or in any way growing out of, directly or indirectly, Student's participation in the voluntary athletic/sports, extra-curricular, or co-curricular programs, including but not limited to all known and unknown personal injuries or property damage which we/I may now or hereafter have as the parent(s) or guardian(s) of said Student, and also all claims or right of action for damages which said Student has or hereafter may acquire, either before or after Student has reached majority, resulting or to result from Student's participation in the Revere Public Schools athletic/sports, extra-curricular, or co-curricular programs.

This release includes, but is not limited to, any claim based on allegations of negligence or negligent supervision, or any related claims arising out of the action or non-action of the Releasees' agents, employees, servants, volunteers, or representatives regarding monitoring or supervising the activity of other Revere Public Schools students, or transfer of them to, on, or in any facility used by the Revere Public Schools athletic/sports, extra-curricular, or co-curricular programs, whether such facility is owned or operated by the Releasees, by another school district/municipality, or by any other person/entity. As used herein, "facility" shall include, but is not limited to, play or practice fields/gyms/arenas, locker/dressing/changing rooms, and vehicles used to transport participants. This release expressly excludes claims based on gross negligence or intentional acts, as defined by M.G.L. c. 258.

Furthermore, we hereby agree to protect the Releasees against any claim for damages, compensation or otherwise on the part of Student growing out of or resulting from injury to said Student in connection with Student's voluntary participation in the Revere Public Schools athletic/sports, extra-curricular, or co-curricular programs, and to INDEMNIFY, reimburse or make good to the Releasees any loss or damage or costs, including attorney's fees, the Releasees or their representatives may have to pay if any litigation arises from Student's intentional, grossly negligent or reckless acts or omissions while participating in said athletic/sports, extra-curricular, or co-curricular programs.

By signing below, I further certify that Student has had a physical examination, that Student is physically able to participate in said athletic/sports, extra-curricular, or co-curricular programs, and that I am aware of no condition that could result in harm/injury to Student from such participation.

School: \_\_\_\_\_

Forms will be distributed to each athlete and parent as part of their registration process on Final Forms. When all policies and compliance forms are completed, the student will show an all green tab indicating to the administrator and coach that the athlete has been cleared for athletic participation.

[CLICK HERE](#) for Link to Parent Consent Form





August 9, 2022

**Massachusetts Enacts Law Banning Discrimination Based on Natural and Protective  
Hairstyles**

On July 26, 2022, Governor Charlie Baker signed into law An Act Prohibiting Discrimination Based on Natural and Protective Hairstyles, Chapter 117 of the Acts of 2022 (the “Act”). The Act prohibits discrimination based on race-related hairstyles in the workplace, schools, and places of public accommodation.

The Act has two important components. First, it expands the definition of “race” across Massachusetts anti-discrimination statutes to include “traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.” “Protective hairstyle” is defined to “include, but not be limited to, braids, locks, twists, Bantu knots, hair coverings and other formations.” These expanded definitions have now been added to the Massachusetts anti-discrimination statute, G.L. c. 151B, and the public accommodations law, G.L. c. 272, Section 98. The Massachusetts Commission Against Discrimination will adopt forthcoming rules and regulations meant to effectuate the purpose of these new definitions.

Second, the Act prevents school districts from adopting a policy that impairs or prohibits a hairstyle that is historically associated with race by amending G.L. c. 71, which applies to all Massachusetts public schools. This includes, but is not limited to, policies dealing with participation in sports or athletic events. Outside organizations that provide referees and umpires of school sports also may not have policies suppressing students’ natural or protective hairstyles. The Department of Elementary and Secondary Education is expected to publish guidance on the application of this new rule.

The Act is Massachusetts’ version of a bill passed in March by the House of Representatives, known as the Creating a Respectful and Open World for Natural Hair Act (CROWN Act). While the CROWN Act has not been taken up by the Senate, and thus is not yet federal law, eighteen (18) states have now passed versions of the law, which prohibits discrimination based on an individual’s hair texture or hairstyle that is commonly associated with a particular race or national origin.

All Massachusetts employers should review their employee policies governing dress and appearance and should refrain from banning certain hairstyles outright. Employers should also advise supervisors, especially those with hiring responsibilities, of these new protections. Employers that require certain hairstyle restrictions because of health and safety reasons should consult an employment attorney about non-discriminatory policies. School administrators should also review their student handbooks for any policies that may affect natural and protective hair.

If you have questions about the content of this update or about implications for your organization, please contact us. We are pleased to assist employers with anti-discrimination compliance and policy implementation.

***This update is provided for informational purposes only and should not be considered legal advice.***

Elizabeth B. Valerio, Esq.  
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Elizabeth K. Paris, Esq.  
Elizabeth.Paris@VDHBoston.com

**Additional client advisories may be found on the “News” section of our website  
[www.vdhboston.com](http://www.vdhboston.com).**



RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

**Mission**

The Revere Public Schools is committed to provide personalized and meaningful education to all students so that they individually experience superior personal development by:

- Engaging all members of our educational community in the decision-making process
- Ensuring rigor and relevance throughout all curricular areas
- Ensuring positive relationships among all members of the school community
- Fostering resilience within all members of the school community
- Fostering and celebrating innovation throughout our system

**Vision**

To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.

**Theory of Action**

If we focus on, provide educator professional development in, and provision adequately in the following four areas

- Rigorous Curricula
- Relevant Curricula
- Relationships
- Resilience

then all students will receive a personalized and meaningful education so that they individually experience superior personal development.

**Strategic Objectives**

**Building an Antiracist Community**

*We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.*

**Promoting Social and Emotional Health**

*We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.*

**Meeting the Needs of All Students**

*We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.*

1. Build a strong, diverse school community that is representative of our students

2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to pro-actively support student needs

3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.

4. Foster strong emotional health and wellbeing for all students

5. Provide authentic learning experiences with real-world applications of content to better engage students.

6. Establish structures and policies that support the growth of all students without bias.

<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review student handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

**Outcomes**

1. Building an Antiracist Community
  - a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.
  - b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EI status, special education status, poverty level, and gender identification.
2. Promoting Social and Emotional Health
  - a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.
  - b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
  - c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
  - a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
  - b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
  - c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.





**District Improvement Plan  
Action Plan 2022-2023 DRAFT**

**Strategic Initiative/Objective 1.1** Increase gender and racial diversity of staff, particularly among teachers and administrators

Process Benchmark	Person Responsible	Date	Status
Increase the percentage of staff that reflects the racial and linguistic diversity of our students	Asst. Supts, principals	June 2023	
Increase the number of partnerships between RPS and colleges, universities, and organizations that support education candidates and educators of color	Superintendent, Principals	June 2023	
Engage with state and local agencies to create opportunities for racially and ethnically diverse Revere residents, students and alumni to become educators	Asst. Supts	June 2023	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Increase the number of trained BIPOC mentors to support new teachers and administrators	Dr. Mokaba	June 2023	
Affinity groups for staff support are established and improve recruitment/retention	Central Office, HR dept.	June 2023	
Staff and student gender and racial balance is increased across grade spans and subject areas	Principals	June 2023	
Potential education candidates of color throughout the Revere schools and the Revere community are identified and encouraged to enter the field	Asst. Supt.	June 2023	
Expand the Teacher Fellowship program with Salem State to include more Revere students	Dr. Gallucci	June 2023	
Expand educator pipeline for high school students to include dual enrollment credits in educator preparation.	Dr. Garcia	June 2023	
Explore options to engage paraprofessionals, parent liaisons, translators, security and other staff in educator preparation programs	Dr. Gallucci, Dr. Garcia	June 2023	



**District Improvement Plan  
Action Plan 2022-2023 DRAFT**

**Strategic Initiative/Objective 2.1** Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students

Process Benchmark	Person Responsible	Date	Status
Provide training and learning experiences on antiracism, restorative practices and equity for all staff members.	Administrators, School Committee	June 2023	
Provide course work/learning experiences on antiracism, restorative practices and equity for all middle and high school students.	Building Administrators & Equity Advisory Board	June 2023	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Equitable instructional practices are implemented during classroom observations	Teachers, Administrators	September 2023	
Equity rubrics are used regularly to assess lesson plans and instructional practices	Teachers, Administrators	September 2023	
Students are able to describe strategies that are restorative	Building Administrators	January 2023	
Teachers regularly implement restorative practices to mediate classroom conflicts	Teachers	June 2023	
Grading practices and tracking structures are more equitable	Teachers, Administrators	September 2023	
Members of the school community act in antiracist ways as measured by school climate surveys	All community members	June 2023	
Practices and policies set forth by the Equity Advisory Board and school-based Equity Teams are implemented with fidelity	All community members	June 2023	
Create an educational program to train middle and high school student leaders in restorative practices and antiracism so they can lead larger student forums on these matters	Principals, Equity Advisory Board, RJ Coach	June 2023	



**District Improvement Plan  
Action Plan 2022-2023 DRAFT**

**Strategic Initiative/Objective 3.1** Create, adopt, and apply equitable practices across the district

<b>Process Benchmark</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Reaffirm and align school-based Equity Teams that coordinate with the equity Advisory Board and drive all equity work at the school level	Principals	December 2023	
Identify 2 priority equity actions/practices in which all schools will engage	Equity Advisory Board, Principals, Equity Teams	January 2023	
Create an anti-racist learning plan for all administrators	Equity Advisory Board	December 2023	
Use findings and recommendations from the equity audit to create a comprehensive, four year equity improvement plan	Central Office, Equity Advisory Board, School Committee	August 2023	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

<b>Early Evidence of Change Benchmark</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Create a list of equity based “look fors” that all administrators will use during classroom observations.	Administrators	September 2023	
Review data collected from classroom visits described above at Nov, Jan, Mar, and May Cabinet/AP meeting	Central Office	June 2023	
Administrators model anti-racist behaviors and attitudes for all staff members	Administrators	September 2023	
Teachers employ anti-racist teaching strategies as evidenced by classroom observations	Administrators, teachers	June 2023	
Monitor achievement of honors distinction at the middle and high school levels by race, gender, and other metrics to assess equity	Principals, Central Office	June 2023	
Monitor data by subgroups including access to advanced course work, graduation rates, and dropout rates	Executive Director of data and accountability	June 2023	
First and second years of the Equity Plan are implemented	All members	June 2023	



RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

**District Improvement Plan  
Action Plan 2022-2023 DRAFT**

**Strategic Initiative/Objective 3.2** Create opportunities for parent engagement and input in school and district decision-making

Process Benchmark	Person Responsible	Date	Status
Increase equitable representation of parents in diverse school-based committees (School Improvement Councils, PTO, LPAC, SEPAC, equity teams, hiring committees, etc.)	Central Office, Administration & Parent Liaison	June 2023	
Increase communication with families of different racial and linguistic backgrounds	Teachers, admin, central office, Parent Liaison	June 2023	
Improve caregiver understanding of the systems within each school and the district	Principals	June 2023	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Assess effectiveness of translation services used in various communications (print, meetings, video, etc) by collecting feedback from caregivers.	Central office	June 2023	
Each school identifies in their SIP and works to remove systemic barriers inhibiting caregiver involvement across all racial and linguistic backgrounds	All stakeholders	June 2023	
Educate caregivers on all systems within a school through ongoing webinars, multiple parent university offerings, meetings (PTO, SEPAC, ELPAC, etc), and frequent updates to RPS website	Family Liaisons, principals, teachers, Communications Director	June 2023	
Parents are invited to communicate their views, perspectives, and needs through surveys/meeting feedback	Central Office, teachers, and Principals	August 2023	
Family engagement policy is reviewed and implemented as evidenced by meeting agendas, SIPs, and feedback from caregivers.	Principals, Central Office	June 2023	
Collaborate with community organizations that also seek to support historically underserved populations and whose visions and missions align with those of the RPS	Central Office, Principals	June 2023	



RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

**District Improvement Plan  
Action Plan 2022-2023 DRAFT**

**Strategic Initiative/Objective 5.2** Increase opportunities for students to have voice and choice in their academic programs

Process Benchmark	Person Responsible	Date	Status
Examine current policies and gather baseline data of student voice and choice in academic programs at the different grade levels/schools.	Building Admin, Teachers, Students	June 2023	
Create opportunities for students to provide feedback on current and desired academic programs	Directors, Admin, Teachers, Students	June 2023	
Continue to expand graduation requirements/pathways to provide flexible ways to earn credits beyond “in school” learning	Central Office, School Committee, HS Principals	June 2023	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Survey students to identify preferred elective options	Building Leadership Teams	February 2023	
Program of Studies documents are amended to reflect student voice and opportunities	Admin, Students, Guardians	February 2023	
Identify staffing needs and/or new positions required to fulfill student identified course needs	Principals, Central Office	May 2023	
Engage students on school-based decision making meetings such as ILTs, SICs, Equity Teams, etc.	Principals	June 2023	
Collect, review, and analyze formal and informal student data in order to assess the impact of increased student voice on student achievement/engagement/sense of inclusion	Principals, Assistant Principals, teachers, administrators, Family Liaison	June 2023	





**District Improvement Plan  
Action Plan 2020-2023 DRAFT**

**Strategic Initiative/Objective 6.4** Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Process Benchmark	Person Responsible	Date	Status
Created a shared vision of what student-centered learning is and what deeper learning means.	Deeper Learning Team	June 2023	
Develop and implement professional development for teachers and administrators to identify best practices for student-centered learning and deeper learning across schools.	Dr. Mokaba & Curriculum Directors	June 2023	
Align grading systems and language (at all grade levels) to ensure a clear measure of students' growth and mastery of content.	District, Grading Practices sub committees, Principals	June 2023	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Curriculum Directors, Principals, teachers, APs	June 2023	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
"Deeper learning" vision will be finalized, posted publically, and shared with all community members.	All stakeholders	November 2023	
Each school's SIP includes at least one action step related to the implementation of Student-Centered and/or Deeper Learning experiences for students	Principals, School Improvement teams	June 2023	
Focus classroom observation feedback on the implementation of student-centered and deeper learning practices as identified in the district "look for" document	Administrators, Teachers	June 2023	
Teaching and learning environments (classrooms, PGT meetings, Director/Principal meetings) will show evidence of expanded understanding of deeper learning and student-centered practices	Central Office, Administrators, Teachers	June 2023	
Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems	Directors, Principals, Coaches and PGT facilitators	June 2023	
Student work at school and district showcases will celebrate the established deeper learning vision and student centered practices.	Administrators, Teachers	June 2023	

September 20, 2022

This letter is presented to the Revere School Committee to grant permission to pay the following Revere School Building Committee voted approved invoices:

1. Perkins Eastman Architect DPC, July 2022 Professional Services, Invoice 87970.00.0-17,  
\$54,040.50
2. Perkins Eastman Architect DPC, August 2022 Professional Services, Invoice 87970.00.0-18,  
\$54,040.50

Please see the attached invoices for detail information.

Thank you,

Revere School Building Committee/ad

# INVOICE



**Please remit payment to:**

Perkins Eastman Architects DPC  
115 Fifth Avenue  
New York, NY 10003  
T. +1 212 353 7200 F. +1 212 353 7676

City of Revere  
City Hall  
281 Broadway  
Revere, MA 02151

August 2, 2022  
Invoice No: 87970.00.0 - 17

Project 87970.00.0 Revere High School  
PO #20216149-00

Send invoices to: **BDakin@leftfieldpm.com** - **LLiporto@leftfieldpm.com** cc: **d.colli@perkinseastman.com**

**Professional Services from July 1, 2022 to July 31, 2022**

Billing Phase	Fee	% Comp	Earned	Previous Billing	Current Billing
Feasibility Study	703,500.00	100.00	703,500.00	703,500.00	0.00
Schematic Design	600,450.00	54.00	324,243.00	270,202.50	54,040.50
Total Fee	1,303,950.00		1,027,743.00	973,702.50	54,040.50
<b>Total Fee</b>					<b>54,040.50</b>
Billing Limits	Current	Prior	To-Date		
Consultants	0.00	54,500.00	54,500.00		
Limit			166,500.00		
Remaining			112,000.00		
<b>Total this Invoice</b>					<b>\$54,040.50</b>

**Billings to Date**

	Current	Prior	Total
Fee	54,040.50	973,702.50	1,027,743.00
Consultant	0.00	54,500.00	54,500.00
<b>Totals</b>	<b>54,040.50</b>	<b>1,028,202.50</b>	<b>1,082,243.00</b>

**Wire Instructions:**

**Bank Name:** Bank of America  
**Mail Stop:** CT EH 42212A  
**Address:** 1 Landmark Square, 12th Floor  
Stamford, CT 06901  
U.S.A.  
**ABA Routing No:** 026009593 (for Fed wires)  
**ABA Routing No:** 011900254 (for ACH wires)  
**Swift Code:** BOFAUS3N  
**Account Name:** Perkins Eastman Architects DPC  
**Account No:** 009428448595

# INVOICE



**Please remit payment to:**

Perkins Eastman Architects DPC  
115 Fifth Avenue  
New York, NY 10003  
T. +1 212 353 7200 F. +1 212 353 7676

City of Revere  
City Hall  
281 Broadway  
Revere, MA 02151

September 7, 2022  
Invoice No: 87970.00.0 - 18

Project 87970.00.0 Revere High School  
PO #20216149-00

Send invoices to: **BDakin@leftfieldpm.com** - **LLiporto@leftfieldpm.com** cc: **d.colli@perkinseastman.com**

**Professional Services from August 1, 2022 to August 31, 2022**

Billing Phase	Fee	% Comp	Earned	Previous Billing	Current Billing
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Schematic Design	600,450.00	63.00	378,283.50	324,243.00	54,040.50
Total Fee	1,303,950.00		1,081,783.50	1,027,743.00	54,040.50
<b>Total Fee</b>					<b>54,040.50</b>
<b>Billing Limits</b>		<b>Current</b>	<b>Prior</b>	<b>To-Date</b>	
Consultants		0.00	54,500.00	54,500.00	
Limit				166,500.00	
Remaining				112,000.00	
<b>Total this Invoice</b>					<b>\$54,040.50</b>

**Billings to Date**

	Current	Prior	Total
Fee	54,040.50	1,027,743.00	1,081,783.50
Consultant	0.00	54,500.00	54,500.00
<b>Totals</b>	<b>54,040.50</b>	<b>1,082,243.00</b>	<b>1,136,283.50</b>

**Wire Instructions:**

**Bank Name:** Bank of America  
**Mail Stop:** CT EH 42212A  
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Stamford, CT 06901  
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**Swift Code:** BOFAUS3N  
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**Account No:** 009428448595

**Total Project Budget Status Report**

ProPay Code	Description	Total Project Budget	Authorized Changes	Revised Total Budget	Total Committed	% Cmtd to Date	Actual Spent to Date	% Spent to Date	Balance To Spend	Uncommitted	Comments
<b>FEASIBILITY STUDY AGREEMENT</b>											
0001-0000	OPM Feasibility Study/Schematic Design	\$ 525,000	\$ (106,564)	\$ 418,436	\$ 418,436	100%	\$ 418,436	100%	\$ -	\$ -	BRR#1, BRR#2, BRR#3, BRR#4
0002-0000	A&E Feasibility Study/Schematic Design	\$ 775,000	\$ 695,450	\$ 1,470,450	\$ 1,470,450	100%	\$ 1,136,284	77%	\$ 334,167	\$ -	BRR#1
0003-0000	Environmental & Site	\$ 650,000	\$ (570,450)	\$ 79,550	\$ 69,252	0%	\$ -	0%	\$ 69,252	\$ 10,298	BRR#1, CM SD precon
0004-0000	Other	\$ 50,000	\$ (18,436)	\$ 31,564	\$ 4,500	0%	\$ 4,500	0%	\$ -	\$ 27,064	BRR#2, BRR#3
	<b>SUB-TOTAL</b>	<b>\$ 2,000,000</b>	<b>\$ -</b>	<b>\$ 2,000,000</b>	<b>\$ 1,962,638</b>	<b>98%</b>	<b>\$ 1,559,220</b>	<b>78.0%</b>	<b>\$ 403,419</b>	<b>\$ 37,362</b>	
	<b>TOTAL PROJECT BUDGET</b>	<b>\$ 2,000,000</b>	<b>\$ -</b>	<b>\$ 2,000,000</b>	<b>\$ 1,962,638</b>	<b>98%</b>	<b>\$ 1,559,220</b>	<b>78%</b>	<b>\$ 440,781</b>	<b>\$ 37,362</b>	
<b>FUNDING SOURCES</b>											
	Maximum State Share	\$ 1,520,000						76%			
	Local Share	\$ 480,000						24%			
	<b>SUB-TOTAL</b>	<b>\$ 2,000,000</b>						<b>100%</b>			
<b>CONSTRUCTION COST ESTIMATES</b>											
	Designer FS Cost Estimate										
	Designer SD Cost Estimate										
	OPM SD Cost Estimate										
	PFA Budget										

**Feasibility Study Agreement Budget Transfers:**

#	FSA Amendment No.	Date	Transfer Description
#1	FSA Amendment No.1	3/19/2020	Transfer \$125,000 from OPM FS/SD to A&E FS/SD; Transfer \$570,450 from Environmental & Site to A&E FS/SD
#2	FSA Amendment No.2	11/29/2021	Transfer \$14,300 from Other/SD to OPM FS/SD
#3	FSA Amendment No.3	2/1/2022	Transfer \$7,986 from Other/SD to OPM FS/SD
#4	FSA Amendment No.4	3/22/2022	Transfer \$3,850 from OPM FS/SD to Other/SD