

Revere School Committee Meeting Agenda
November 18, 2025

A Regular Meeting of the Revere School Committee will be held on **Tuesday, November 18, 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/88003417841?pwd=pTab2UhMU3G2H9nDbQ4kMkU1xs5XNX.1>

Passcode:815289

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. Rumney Marsh Academy – “Deeper Learning and Equity”
 - b. CityLab High School – “Senior Success & CityLab’s Instructional Lab”
7. Report of the Sub-Committees
 - a. Personnel Subcommittee
8. Motions
9. Hearings (None)
10. Unfinished Business (None)
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



NOVEMBER 18, 2025



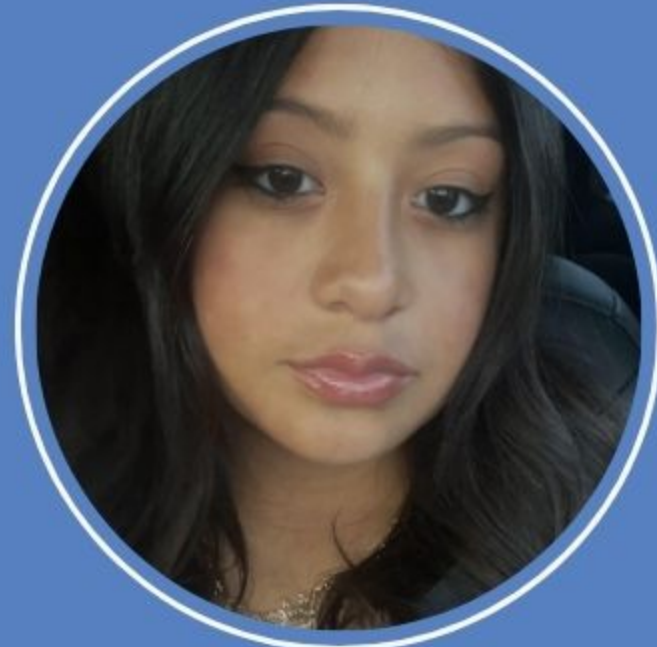
STUDENT REP REPORT

PRESENTED BY **THE STUDENT ADVISORY BOARD**



STUDENT ADVISORY BOARD

MEET OUR BOARD



Jaleeyah Figueroa
Senior Rep.



Aidah Louaddi



Nicolas Pedroza



Zoha Hassan
Junior Rep.



Adrian Supelano

STUDENT ADVISORY BOARD



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

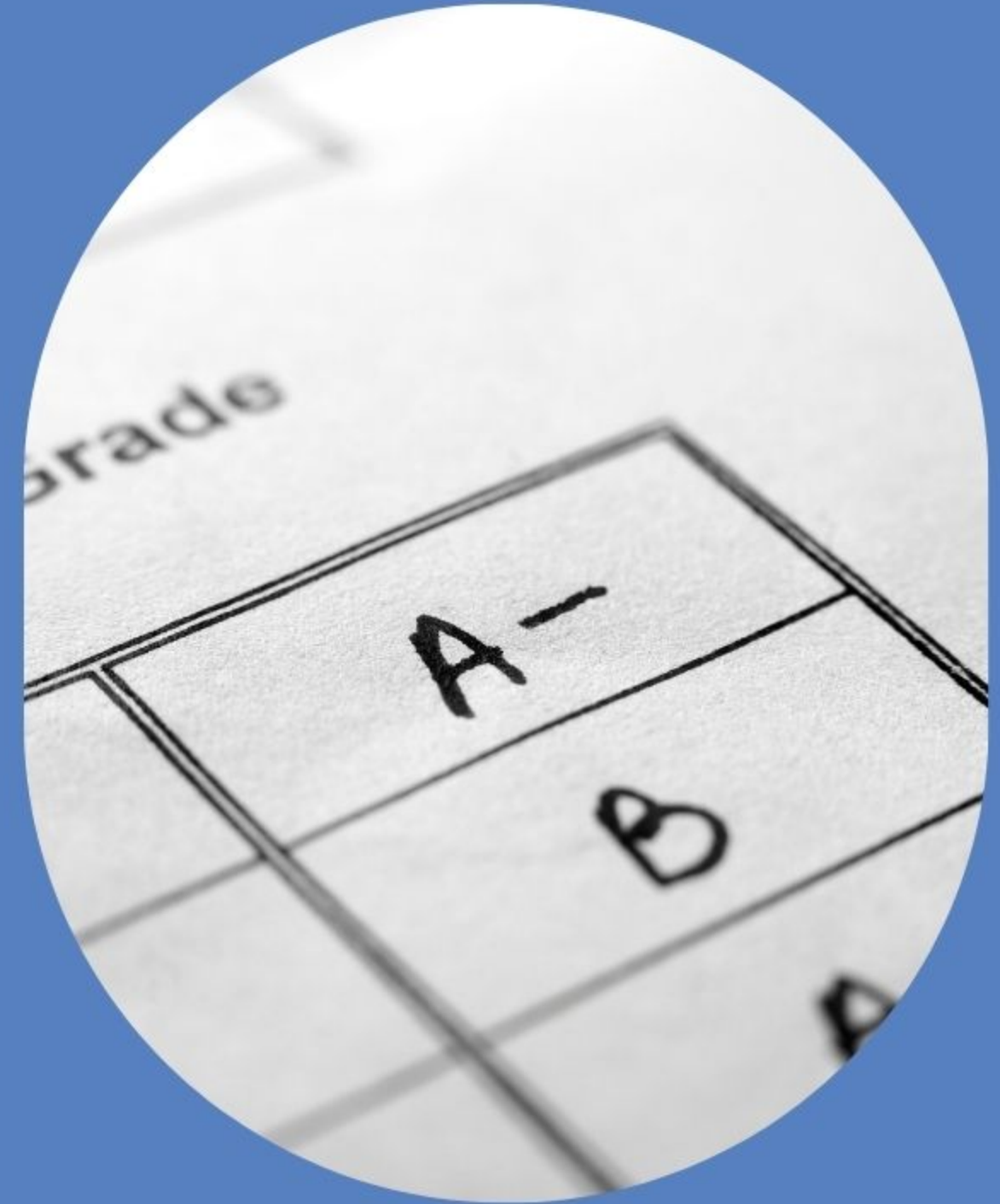
School committees of cities, towns and regional school districts shall meet at least **once every other month**, during the months school is in session, with a **student advisory committee** to consist of **five members** to be composed of students elected by the student body of the high school or high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



STUDENT ADVISORY BOARD

QUARTER 1 REPORT CARD GRADES WENT OUT LAST WEEK.

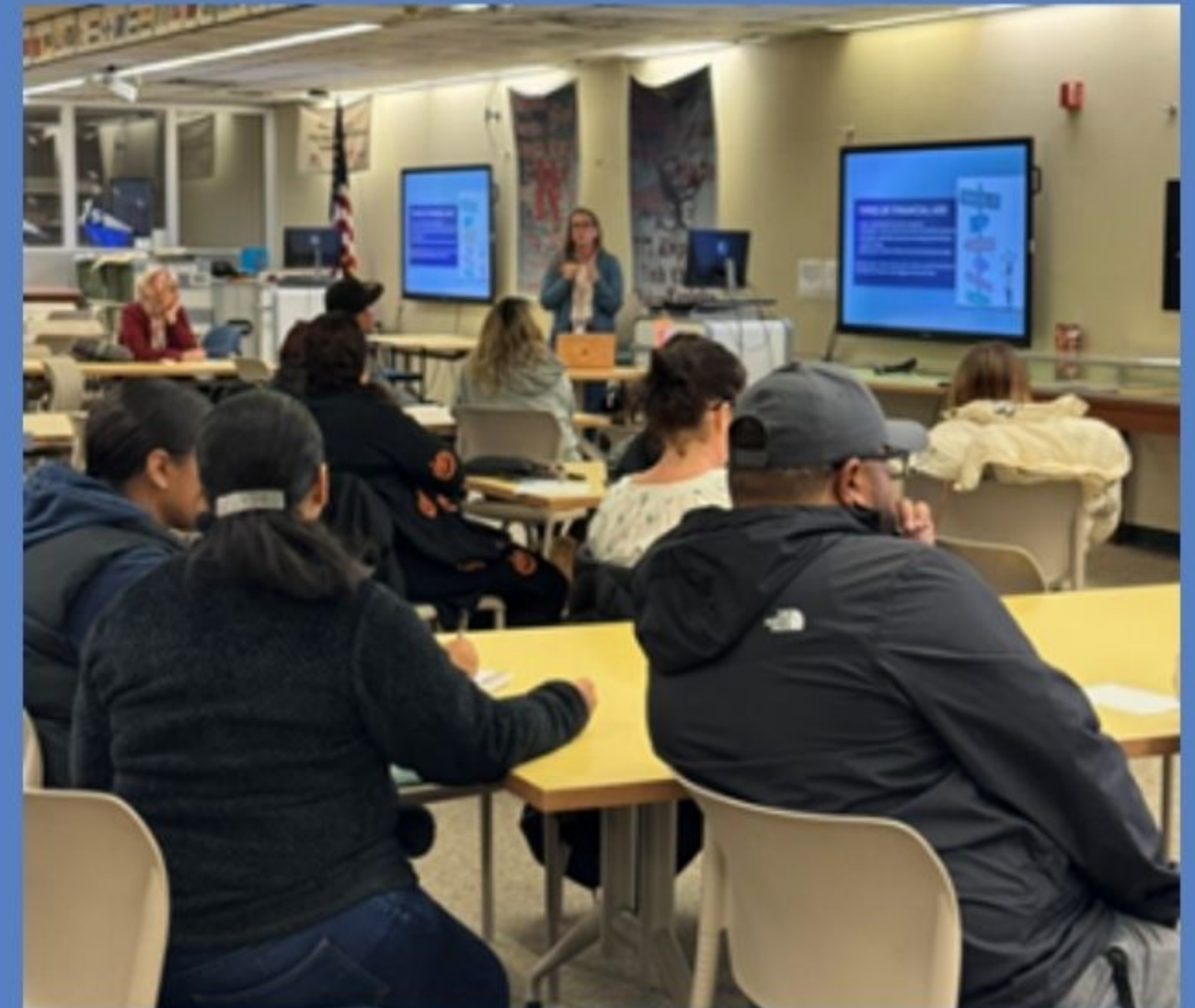
This Quarter's grades were extremely important for seniors, especially those applying Early Action, as they impact decisions for admissions.



STUDENT ADVISORY BOARD

FINANCIAL AID NIGHT FOR STUDENTS AND CAREGIVERS

We had a Financial Aid Night for seniors and caregivers, organized by Ms. Currie. Featuring presentations from MEFA and North Shore Community College. This event supports RHS ongoing commitment to preparing students for post-secondary success and strengthening connections between our school, families, and community partners.



STUDENT ADVISORY BOARD

NEW ENGLAND LABORERS' UNION TRAINING FACILITY IN HOPKINTON, MA.

A group of students toured the New England Laborers' Union Training Facility in Hopkinton, MA. Students toured the state-of-the-art facility, learned about the work and opportunities within the Laborers' Union, and enjoyed lunch in the dining hall. We would especially like to thank everyone who helped make this possible for students.



STUDENT ADVISORY BOARD

BUNKER HILL COMMUNITY COLLEGE COMPELLING CONVERSATIONS

A group of 13 Students visited Bunker Hill Community College for their "Compelling Conversations" event with Aly Raisman, two-time Olympic gold medalist and Team Captain of the U.S. Olympic Women's Gymnastics Team, 2012 and 2016. They had a meet & greet with Aly before her talk, and students were able to ask her questions and take photos with her.



STUDENT ADVISORY BOARD

SPORTS ROUND-UP



Patriot Field Hockey

- ① Tough ending for patriot field hockey but an overall great season qualifying for the State Tournament and winning the GBL Championship for only the second time in school history. Good luck seniors.

Revere Boys Soccer

- ② The boys ended off successfully, making it to the second round of state's, and finishing 2nd in the GBL

Revere Girl's Cheer leading

- ③ The girls continue their decade long winning streak as GBL champions.

STUDENT ADVISORY BOARD

CLUB REPORT

Speech & Debate

The Speech and Debate team competed at Sharon High School for the Novice Tournament. This tournament was only for students new to speech and debate.

Student Council

Every grade level at RHS Student Council sold their Pep Rally T-shirts. It has been said that students are almost ready for the Pep Rally, and one of their favorite parts is Pie in the Face! We can't wait to meet this year's participants.

Model United Nations

Model UN participated in the fall craft fair hosted by the Lincoln School PTA. It was a night filled with fun.

STUDENT ADVISORY BOARD

TRIP TO THE BOSTON PUBLIC GARDENS WITH STUDENTS FOR AN OUTDOOR PAINTING DAY

Students had the opportunity to extend their learning beyond the classroom by observing real-life landscapes, experimenting with natural light, and drawing inspiration from the environment around them. This hands-on experience encouraged creativity, reflection, and a deeper connection between art, nature, and community. Thanks to all staff members and students for making this a successful trip!





Deeper Learning & Equity

A Systems-Approach to Increasing Academic Outcomes

Rumney Marsh Academy | 8th-Grade Student Voices | Nov 18, 2025

Our Focus:

Power of Presence

- Targeted Assistance (2024)
→ **2025 Gains**
- **Attendance Team** Efforts for Sustained Presence
- **Tightened Systems:** Regular observations + weekly lesson plan feedback
 - a. Focus on: grade-level, rigorous work; purpose; students doing the thinking
- **Academic discourse** to amplify student voice
- **Inclusive practices**

Attendance Initiatives

->Led by Coordinator of Operations, Data & Assessment

→Supported by our Wrap-Around Team (Admin, School Adjustment Counselors, Guidance, Family Liaison)

Host **family engagement events** — not just meetings, but celebrations of culture and student work, parent coffee events to get feedback.

Co-create **Success Plans** with counselors, nurses, and social workers — individualized, data-driven. Educate families on attendance policies

Send **personalized ParentSquare messages**: *‘You are missed. You missed a great discussion on [topic].’*

The result? **We exceeded chronic absenteeism targets for every subgroup** — a direct outcome of partnership and care. One student said it best: *‘Family events remind me school cares.’*

Attendance & Academic Gains

Chronic Absenteeism (DESE 2025)

Group	2024	2025	Change
All Students	25.0%	12.8%	↓12.2% (Exceeded)
High Needs	28.4%	14.2%	↓14.2% (Exceeded)

MCAS Scaled Scores

Subject	Group	2024 → 2025	Change
ELA	All	478.5 → 482.0	+3.5
Science	High Needs	473.9 → 481.1	+7.2 (Exceeded)

Attendance & Academic Gains - Civics

MCAS Scaled Scores (8th Grade)

Subject	Group	2024 → 2025	Change
ELA	All	478.5 → 482.0	+3.5
Science	High Needs	473.9 → 481.1	+7.2 (Exceeded)
Civics	All	479.6 → 486.2	+6.6 (Exceeded Target)

English Learners & Former English Learners (EL/FEL)

Category	RMA EL/FEL	District EL/FEL	State EL/FEL	Diff (State)
Overall	42%	40%	38%	+4
Selected Response	45%	43%	41%	+4
Constructed Response	18%	19%	22%	-4

Civic Practice Highlights (EL/FEL):

Practice	RMA	State	Gap
Civic Knowledge	47%	43%	+4
Questioning	36%	33%	+3
Analyzing Sources	43%	38%	+5

Attendance so far this year...

Last 30 Days Attendance

Past 30 Days Attendance compared to the same enrollment window in the prior school year

95.96% 95.45% (0.51%) ▲

Year-to-date Attendance

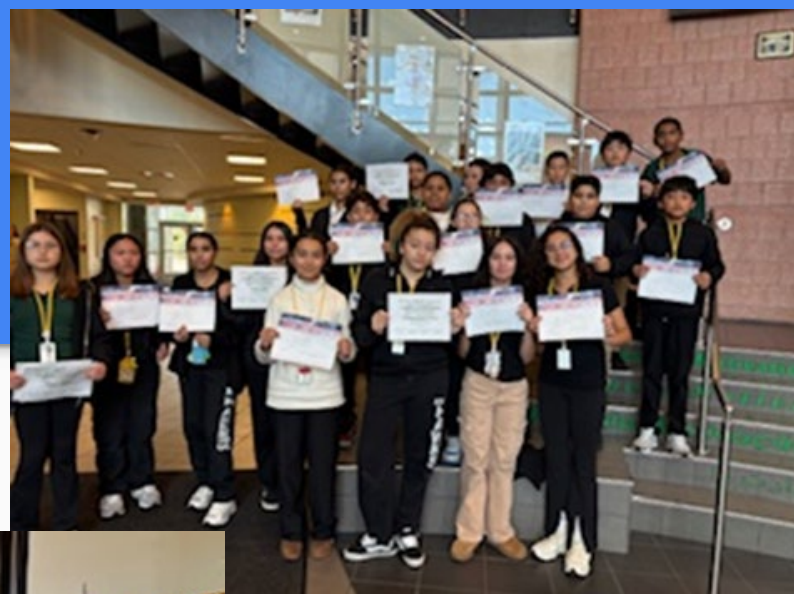
Analyzing Year-to-Date Attendance Trends in Comparison to Last Year (YTD)

95.88% 95.07% (0.81%) ▲

Chronic Absenteeism

Analyzing Chronic Absent Trends in Comparison to Last Year (YTD)

7.16% 14.79% (-7.63%) ▼



Instructional Systems Approach

- School-based administrator, coach, and peer observations and feedback (over 300 logged observations of practice so far this school year)
- Regular, weekly lesson plan submission and review with feedback
- PGT protocols, common language and high expectations
- Grade-level, rigorous materials, purpose, students doing the thinking as foci
 - Academic Discourse as a lever for equity and deeper learning

Student Voice - RJ Ambassadors

Let's hear from some of our
8th grade Restorative
Justice Ambassadors!

**“
Restorative practices place
relationships and
connections as the
foundation of all skills and
academic gain.**

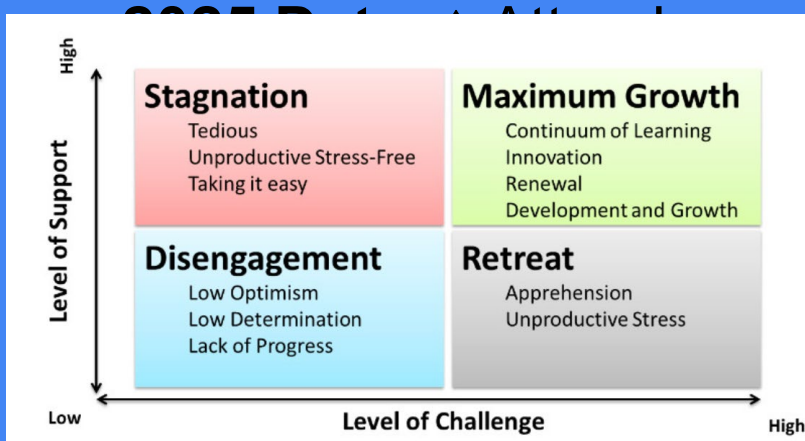
Renee Jones

Classroom Q&A with Larry Ferlazzo, Education Week

Our continued focus:

Systems + Voice + Attendance Efforts = Results for all students

- **Regular, equitable feedback** → stronger lessons
- **Restorative/academic discourse** → deeper learning
- **Family meetings & success plans** → sustained attendance



↑ MCAS, ↑ Inclusion





school committee
PROPOSAL & SENIORS

18 NOVEMBER 2025

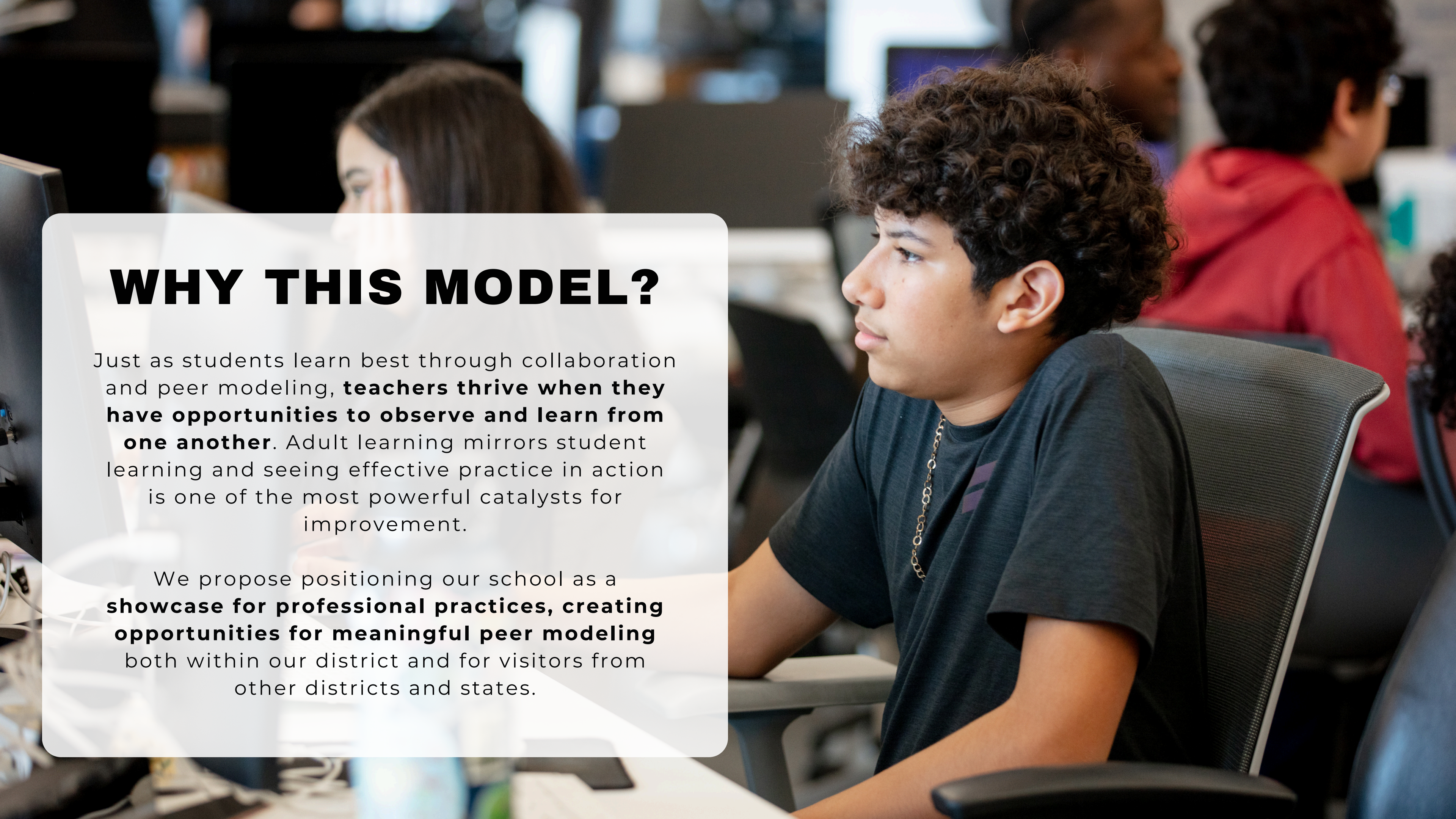


RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE



DESIGN LAB

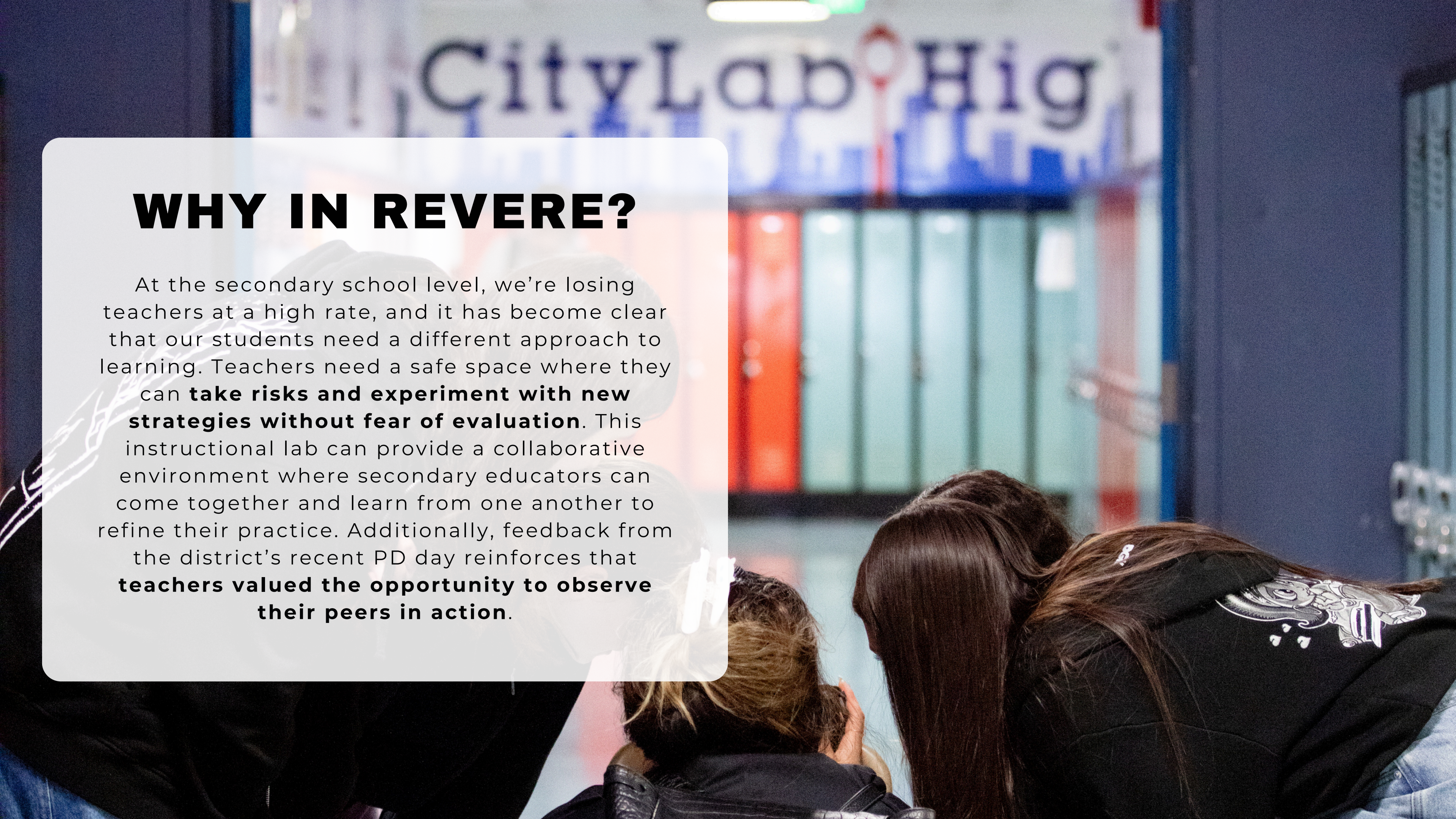
We are looking to provide a space for educators to **observe professional practice** and **share effective strategies** that drives instructional growth and **creates intentional leadership pathways** for educators.

A young man with curly hair is sitting at a computer in a classroom, looking intently at the screen. He is wearing a dark t-shirt and a gold chain. In the background, other students are visible, some working on computers and others looking at papers. The scene is brightly lit, suggesting a modern educational environment.

WHY THIS MODEL?

Just as students learn best through collaboration and peer modeling, **teachers thrive when they have opportunities to observe and learn from one another.** Adult learning mirrors student learning and seeing effective practice in action is one of the most powerful catalysts for improvement.

We propose positioning our school as a **showcase for professional practices, creating opportunities for meaningful peer modeling** both within our district and for visitors from other districts and states.



WHY IN REVERSE?

At the secondary school level, we're losing teachers at a high rate, and it has become clear that our students need a different approach to learning. Teachers need a safe space where they can **take risks and experiment with new strategies without fear of evaluation.** This instructional lab can provide a collaborative environment where secondary educators can come together and learn from one another to refine their practice. Additionally, feedback from the district's recent PD day reinforces that **teachers valued the opportunity to observe their peers in action.**

A group of students, mostly young women, are holding cameras and looking through viewfinders, ready to take photos. They are in a room with a modern, curved architectural feature in the background. The students are wearing various clothing, including a white hoodie with a lion logo and the word 'BELGIUM', a white t-shirt, and a pink t-shirt with a graphic. The text 'WHY US?' is overlaid on the right side of the image.

WHY US?

Since our school redesign process, we've seen **measurable improvements**: more students are enrolling, daily attendance has increased, teacher efficacy has grown, and student feedback has been overwhelmingly positive. Additionally, our work has drawn attention from educators beyond our district: visitors from states including NH, CT, RI, and KY have come to see firsthand how we “do school.”



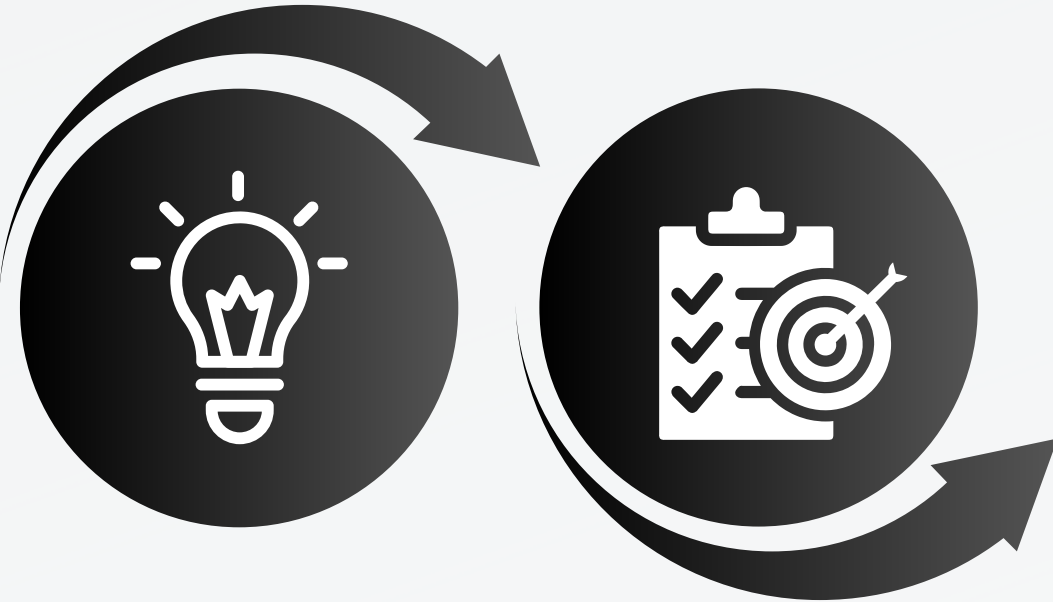
CHANGE CYCLE

According to *Supervision and Evaluation of Teachers, School Clinicians, and Administrators*, an example of a professional-learning change cycle outlined an approach that was implemented over time, allowing teachers six weeks to implement new practices, and then spending another six weeks observing and supervising implementation to assess mastery. Using these observations to determine the next round of professional learning creates a purposeful and data-driven cycle of growth.

We followed this slow and steady approach to introduce rigor tuning with our teachers last year. This year, we are going to move into **differentiating professional development based on teachers' levels of mastery** to support continuous improvement and model the type of differentiated instruction we encourage in classrooms.

November 2024

Coaches were invited back to another on-site visit with Springpoint, who provided feedback on our growth as a redesigned high school in our third year.

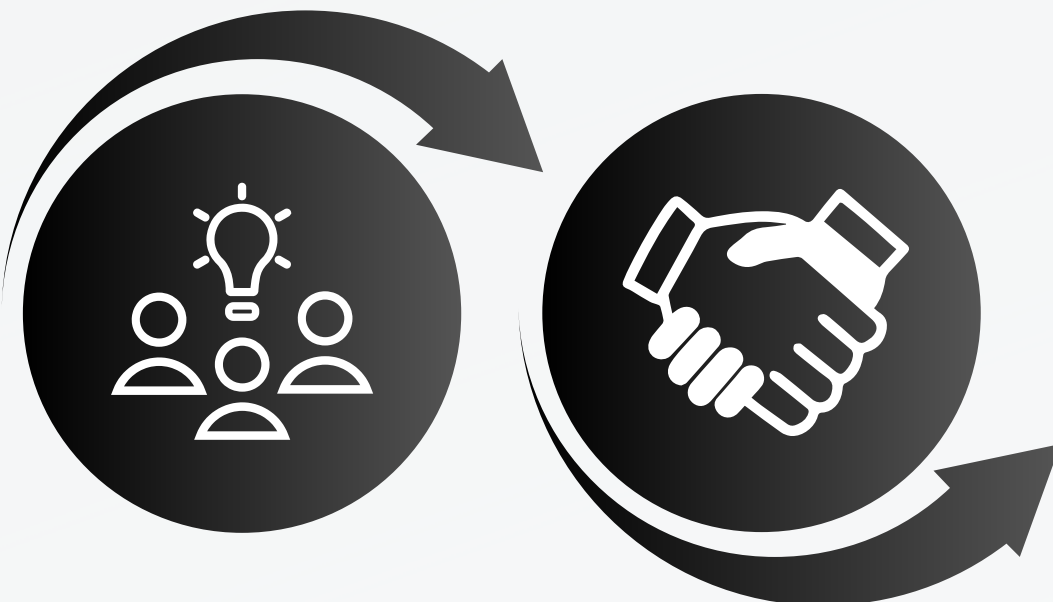


April 2024

Dr. Mulligan invited our secondary content coaches to a Participant Action Research Visit with Springpoint, our Barr consultant.

March 2025

Teachers were invited in with Dr. Mulligan and coaches to continue reviewing another round of teacher work, aimed at giving teachers non-evaluative feedback on how to meet CL's level of rigor.



January 2025

Dr. Mulligan and coaches met over a series of weeks to review teacher work in order to better define rigor at CL, based on Springpoint's feedback.

Present

Teachers have completed a series of tuning teacher work and looking at student work to inform instructional decisions.



April 2025

Teachers began looking at student work as a result of refining teacher's work, with a focus on identifying concrete strategies to support gaps in knowledge or skill.

OUR PROCESS

1. DEFINING RIGOR LOOK FORs

- Review of teacher work with coaches
 - formatives & summatives
- Through teacher work, defined RIGOR
- Non-evaluative

2. INVITED TEACHERS TO TABLE

- Reviewed teacher work again against RIGOR criteria with coaches
 - Teams of teachers joined
 - Received feedback on refining tasks/lessons
- Non-evaluative

3. REVIEWING STUDENT WORK

- Coaches in content teams met with teachers
- Comparing level of rigor present in student work
- Identifying student gaps & ways to address them
- Non-evaluative





LOGISTICS

Meeting **December 2nd** with the Barr Foundation to discuss how they will support us in funding this endeavor. Funding would support us to further build teacher capacity to do this work.

We aim to showcase the work we're doing here by **Fall 2026**.

SENIORS

This year marks an exciting milestone: our first cohort of students will be graduating as Citylab students following our redesign process!

On average, seniors have earned **18 or more college credits** from *FC Tech, Mass art, University of Pittsburgh, and UMASS Amherst*. 20 of our 29 seniors are actively in the higher education process. 9 of which earned the Abigail Adams Scholarship.





QUESTIONS?



RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE