

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

A Regular Meeting of the Revere School Committee will be held on **Tuesday, December 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/81679903351?pwd=cnFib3hiVW9pZUx5dktRYmxVQ2JsQT09>

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**REGULAR MEETING:**

1. Pledge of Allegiance/Call to Order
2. Recognition
  - a. RHS Girls Volleyball Team
3. Consent Calendar (vote required)
4. Student Representative Report
5. Public Speak
6. Superintendent Report
  - a. DIPs
  - b. Lincoln Window Update
  - c. RHS New School Update
  - d. Community Meeting on Opioids and Fentanyl
7. HEARINGS (None)
8. Report of the Sub-Committees
9. Motions
  - a. Motion to encumber \$60,045.00 for Invoice #87970.00.0-20, for Perkins Eastman Architect DPC, for October 2022 Professional Services.
  - b. Motion to approve payment in the amount of \$60,045.00 for Invoice #87970.00.0-20, for Perkins Eastman Architect DPC, for October 2022 Professional Services.
  - c. Motion to encumber \$62,221.50 for Invoice #87970.00.0-21, for Perkins Eastman Architect DPC, for November 2022 Professional Services.
  - d. Motion to approve payment in the amount of \$62,221.50 for Invoice #87970.00.0-21, for Perkins Eastman Architect DPC, for November 2022 Professional Services.
  - e. Motion to encumber \$23,084.00 for Invoice #1, for Consigli Construction Co., Inc., for October 2022 Construction Services.

- f. Motion to approve payment in the amount of \$23,084.00 for Invoice #1, for Consigli Construction Co., Inc., for October 2022 Construction Services.
  - g. Motion to encumber \$23,084.00 for Invoice #1, for Consigli Construction Co., Inc., for November 2022 Construction Services.
  - h. Motion to approve payment in the amount of \$23,084.00 for Invoice #1, for Consigli Construction Co., Inc., for November 2022 Construction Services.
- 10. Old Business
    - a. Revere Federation of Paraprofessionals Union Memorandum of Agreement
  - 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

<b>Mission</b>		
<p>The Revere Public Schools is committed to provide personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> <li>• Engaging all members of our educational community in the decision-making process</li> <li>• Ensuring rigor and relevance throughout all curricular areas</li> <li>• Ensuring positive relationships among all members of the school community</li> <li>• Fostering resilience within all members of the school community</li> <li>• Fostering and celebrating innovation throughout our system</li> </ul>		
<b>Vision</b>		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
<b>Theory of Action</b>		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> <li>• Rigorous Curricula</li> <li>• Relevant Curricula</li> <li>• Relationships</li> <li>• Resilience</li> </ul> <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
<b>Strategic Objectives</b>		
<p><b>Building an Antiracist Community</b> <i>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.</i></p>	<p><b>Promoting Social and Emotional Health</b> <i>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 school work relevant to students' lives and learning preferences.</i></p>	<p><b>Meeting the Needs of All Students</b> <i>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.</i></p>
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 family 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 caregiver 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 district's 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
<b>Outcomes</b>		
<p>1. Building an Antiracist Community</p> <ul style="list-style-type: none"> <li>a. By June 2025, 90% of caregivers 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.</li> <li>b. By June 2025, 90% of caregivers, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EL status, special education status, poverty level, and gender identification.</li> </ul> <p>2. Promoting Social and Emotional Health</p> <ul style="list-style-type: none"> <li>a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.</li> <li>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.</li> <li>c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.</li> </ul> <p>3. Meeting the Needs of All Students</p> <ul style="list-style-type: none"> <li>a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.</li> <li>b. By 2025, 100% of policies and procedures will be grounded in equitable practices.</li> <li>c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.</li> </ul>		

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

Process Benchmark	Person Responsible	Date	Status
Attend at least one job fair each year that focus on connecting gender and racially diverse educators to districts	Curriculum Directors	June 2023	
Identify BIPOC educators to attend mentor training	Curriculum Directors	June 2023	
Foster partnerships with local schools of education to encourage diverse student teaching candidates	Curriculum Directors	June 2023	
Prioritize the continued development of the SSU Teacher Diversification Pipeline	D. Finn, Dr. Garcia, J. Flynn	June 2023	
Develop partnerships with State and National Organizations to encourage diverse student teaching candidates	J. Herwig, Director of Athletics	June 2023	
Develop partnership with UMass Boston Applied Linguistics program to support paraprofessionals and teachers of color to receive training in ESL/Bilingual education	Dr. Garcia, J. LaBollita, C.Bencks	on-going	
Develop partnership with Spanish Ministry of Education to bring visiting teachers from Spain	Dr. Garcia, J. LaBollita, C.Bencks	on-going	
Develop Special Education and Early Childhood Internships for Revere High School students to create opportunities for racially and ethnically diverse students to become future educators	J. Rizzo/K. Slozak	on-going	
Prioritize ESL internship process leading to ESL licensure for BIPOC and linguistically diverse educators	J. LaBollita, C.Bencks, Principals	on-going	
Collaborate w/ Affinity Group Facilitators to promote participation in affinity groups for staff support which have been established and are working to improve recruitment/retention	Dr. Garcia, J. Flynn, Affinity Group Facilitators	on-going	
Participate in DESE Teacher Diversification grant & PLC to strategize ways to strengthen supports/pathways in identifying and encouraging education candidates of color throughout the Revere schools and the Revere community to enter the field.	Dr. Garcia, J. Flynn, Teacher Diversification PLC Team	on-going	

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>
Increase the number of trained BIPOC mentors to support new teachers and administrators	Dr. Mokaba, National Board Certified Administrators overseeing induction	June 2023	
Staff and student gender and racial balance is increased across grade spans and subject areas	Principals, Directors	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., Directors	June 2023	
Increase of staff that represent our students' and families' cultural and linguistic diversity	Central Office, Directors, Principals	June 2023	
Increase of RPS students participating in the SSU Diversification Pipeline (coursework, paid internships, matriculation into higher ed/Education)	D. Finn, Dr. Garcia, J. Flynn	June 2023	
Conduct an Affinity Group Participant Survey and share results with Equity Advisory Board	Dr. Garcia, J. Flynn, Affinity Group Facilitators	June 2023	
Data analysis of staff and student gender and racial balance	J. Flynn	June 2023	
Share Teacher Diversification PLC progress with Equity Advisory Board	Dr. Garcia, J. Flynn, Teacher Diversification PLC Team	June 2023	



**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 at least two trainings a year for all new educators on equity and antiracist practices	National Board Certified Administrators overseeing induction	June 2023	
Provide monthly professional learning experiences with a focus on antiracism, restorative practices and equity for all coaches and consulting teachers	Porter, Tsoupas, Costa	June 2023	
Provide professional learning experiences for Coaching staff with a focus on equity and inclusion in sports.	Director of Athletics	June 2023	
Offer director meeting courses that support educators in learning more in the areas of antiracism, restorative practices and equity	Curriculum Directors	June 2023	
Provide at least 10 hours of professional learning and collaboration for the Grading Practices Subcommittee to ensure that our grading practices are equitable and antiracist	Porter, Tsoupas, Costa	June 2023	
Collaborate with HS administrators, RHS grading coach, and DESE supports to facilitate the implementation of equitable grading practices at the high school level	Porter, Tsoupas, Costa	June 2023	
Provide 3-4 trainings on utilizing the Culturally Responsive Look-Fors with literacy and math coaches	Porter, Tsoupas, Costa	June 2023	
Review and revise ESL report cards and progress reports to align to district report cards	Dr. Garcia, J. LaBollita, C.Bencks, J. Flynn, teachers	June 2023	
Provide additional professional development for ESL teachers and SEI teachers in supporting linguistic development	J. LaBollita, C.Bencks, Language Development Coaches	on-going	
Provide PGT modules for reviewing ACCESS and WIDA and some instructional SEI practices for all educators	J. LaBollita, C.Bencks, All Coaches	June 2023	
Support the development of RHS RISE-Up as a social-justice, anti-racist space to engage students who need assistance re-entering the RHS community	Finn, RHS Principal	June 2023	
Provide professional learning opportunities for Health Educators focused on assessment and equitable grading practices	J. Herwig	June 2023	
Provide training and learning experiences on antiracism, restorative practices and equity for all staff members.	Dr. Garcia, J. Flynn, RJ Coach, Curr. Directors	June 2023	
Actively participate in the review and reflection process of school based equity plans to ensure that practices and policies set forth by the Equity Advisory Board and school-based Equity Teams are implemented with fidelity	Dr. Garica, J. Flynn, Principals, School Equity Teams	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	
Teachers regularly implement restorative practices to mediate classroom conflicts	Teachers	June 2023	
Grading practices and tracking structures are more equitable	Teachers, Administrators	September 2023	
Evidence of shared ownership for the outcomes for Multilingual Learners	All stakeholders	June 2023 and ongoing	
RHS community members can articulate the connection between restorative practices, anti-racism and equity within their approach to engage with students, parents and colleagues.	Teachers, Counselors, Administrators	June 2023	
Coaches will implement instructional coaching practices that incorporate inclusivity and equity within their coaching assignments & responsibilities.	Athletic Coaches, Director of Athletics		
Equitable Skills-Based Health Ed. instructional practices are implemented during instruction in the Health Ed. Classroom	Teachers, Director	June 2023	
Equity rubrics are used regularly to assess lesson plans and instructional practices within the Health Ed. Classroom	Teachers, Director	November 2023	
Health Education Assessments utilize rubrics that incorporate equitable grading practices	Teachers, Director	June 2023	
Support staff utilize culturally responsive and inclusive practices to support the mental and emotional health of students.	School Adjustment Counselors & Social Work Staff, Director	June 2023	
School Equity Plans reviewed, feedback provided, finalized, translated, and posted to the RPS website	Dr. Garcia, J. Flynn, PIC translators, Paul Amato	December 2023	
RJ tiered Training planning and support	Dr. Garcia, J. Flynn, RJ Coach, Suffolk University RJ Team	January 2023	
School Equity Plans reviewed, feedback provided, finalized, translated, and posted to the RPS website	Dr. Garcia, J. Flynn, PIC translators, Paul Amato	December 2023	



**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>
Highlight practices from instructional materials (i.e., Illustrative Mathematics, Odell Education, and CCC) that promote equitable learning opportunities	Porter, Tsoupas, and Costa	December 2023	
Provide director meeting offerings that support educators in learning and implementing equitable practices in their setting	Curriculum Directors	May 2023	
Engage in learning walks as an administrative team in order to understand equitable practices being implemented as well as identify opportunities for next steps	Porter, Tsoupas, and Costa, principals, coaches and educators	June 2023	
Use the grade 10 ELA equity audit process as a model for periodically auditing all grade levels/content areas for bias	Porter, Equity Advisory Board	August 2023	
Continue to implement action steps to address district equity audit findings, such as programming, staffing, curriculum development, monitoring processes	J. LaBollita, C.Bencks, Principals, Central Office	on-going	
Examine participation and performance student data in advanced coursework based on race and gender	Finn, Counselors, Principal	June 2023	
Expand the Athletic opportunities for all students through the development of Unified sport offerings for students.	Athletics Director	June 2023	
Examine the implementation of the DCAP across schools and engage in a redesign of the pre-referral process to ensure we are meeting the needs of all students	J. Rizzo/K. Slozak	June 2023	
Reaffirm and align school-based Equity Teams that coordinate with the equity Advisory Board and drive all equity work at the school level	Dr. Garcia, J. Flynn, Equity Advisor Board	December 2023	
Support schools in implementing the first and second years of the Equity Plan	Dr. Garcia, J. Flynn, Equity Advisor Board	June 2023	
Support Equity Advisory Board data analysis and interpretation of Graduate Survey	J. Flynn, Equity Advisor 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
Teachers will be able to connect instructional strategies and routines to specific indicators on the Look-For document	Administrators	September 2023	
Review data collected from classroom visits with other administrators	Administrators	June 2023	
Students across grade levels and schools have the same access to rigorous, grade level learning experiences	Administrators	September 2023	
Teachers employ anti-racist teaching strategies as evidenced by classroom observations	Administrators, Teachers	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	
ACCESS progress and growth data will improve for MLs at the district, school, and student levels	J. LaBollita, C.Bencks, Principals, Central Office	on going	
Identified student populations will have increased access to athletic opportunities and experiences.	Special Education Teachers, Adapted Physical Educators, Athletics Director	June 2023	
Guidance department develops action steps to improve the communication of the scheduling process, graduation requirements, pathways and advanced coursework to all grade levels	Finn	June 2023	
Monitor achievement of honors distinction at the middle and high school levels by race, gender, and other metrics to assess equity	Executive Director of Data and Accountability	June 2023	
School Equity Plans reviewed, feedback provided, finalized,translated and posted to the RPS website	Asst. Superintendent, Exec. Dir. of Data and Accountability, PIC translators, Paul Amato	December 2023	
Review equity plan reflections from year 1 with each school.	Asst. Superintendent, Exec. Dir. of Data and Accountability, Principals, School Based Equity Teams	November 2023	Completed

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

Process Benchmark	Person Responsible	Date	Status
Increase equitable representation of caregivers in diverse school-based committees (School Improvement Councils, PTO, ELPAC, SEPAC, equity teams, hiring committees, etc.)	Central Office, Administration, Family Liaisons, Director of Athletics, K. Slozak/ J. Rizzo	June 2023	
Increase communication with families of different racial and linguistic backgrounds	Teachers, Admin, Central Office, Family Liaisons, Director of Athletics	June 2023	
Increase opportunities for caregivers to actively engage and participate in the preschool learning experience	J. Rizzo	Ongoing	
Improve caregiver & student understanding of the role of athletics within a student’s school experience	Director of Athletics	June 2023	
At least two times per year, engage coaches and consulting teachers in work around caregiver communication in order to calibrate effective practice across the district	Porter, Costa, & Tsoupas		
Improve caregiver understanding of the health systems & counseling services within each school and the district	J. Herwig, D. Finn	June 2023	
Create a caregiver focused organization to support the arts education in RPS.	K.Williams, Director of Fine Arts	June 2023	
Increase communication with families regarding fine arts events.	K.Williams, Director of Fine Arts	June 2023	
Increase opportunities to showcase students in the arts through concerts, exhibits and productions.	K.Williams, Director of Fine Arts	June 2023	
Expand Language Assessment and intake processes to include more family engagement and resources	J. LaBollita, C.Bencks, C. Roman, Family Liaisons	June 2023	
Create opportunities for community partners and caregivers across the Equity Advisory Board	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

<b>Early Evidence of Change Benchmark</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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	
Caregivers are invited to communicate their views, perspectives, and needs through surveys/meeting feedback	Central Office, Teachers, Principals, Curriculum Directors	August 2023	
Caregivers communicate an understanding of the goals of the curriculum as well as supports available for their students	Curriculum Directors	August 2023	
Family engagement policy is reviewed and implemented as evidenced by meeting agendas, SIPs, and feedback from caregivers	Principals, Central Office	June 2023	
Increase the number of opportunities for families to engage with the Guidance Department to learn about Post-Secondary Opportunities	Finn	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	
Caregivers will be able to access information regarding health protocols, health services, and supports, via our District Website and support staff.	J. Herwig		
Caregivers and Students will fulfill requirements required to participate in Revere Athletic programming.	Caregivers, Students, Director of Athletics, Athletic Coaches		
Expand Parent Portal features, access and usage	Exec. Dir. of Data and Accountability	June 2023	
Increase community partner and caregiver participation on the Equity Advisory Board	Equity Advisory Board	June 2023	

**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 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	
Explore opportunities for additional/expanded multilingual course offerings for high school students (World Language, electives, translation course, etc)	EL/WL Director/Assistant Director, School leaders, students, families	June 2023 and continuing	
Collaborate with High School educators to identify areas of instructional content to expand course offerings to meet individual academic needs of students & “pathways” of study.	Athletics Director, Health & Wellness Director	June 2023	
Collaborate with RHS teams to expand course offerings that meet students’ interests in the fine and performing arts.	K.Williams, Director of Fine Arts	June 2023	
Collaborate with coaches, consulting teachers and teacher leaders to identify opportunities for students to have increased amounts of voice in choice with deeper learning opportunities in required courses	Costa, Porter, & Tsoupas	June 2023	
Build upon pathways by discussing flexible graduation requirements, credits beyond the school day, college and career preparation, etc.	Finn	June 2023	
Create opportunities for students voice across the Equity Advisory Board	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

<b>Early Evidence of Change Benchmark</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Various data collection methods (i.e., surveys, shadow a student, focus groups) are used to better understand the student experience as well as next steps	Directors	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	
Course offerings created to increase engagement and learning opportunities for students.	Athletics Director, Health & Wellness Director, Principals	June 2023	
Fine and Performing arts course offerings edited and created based off of student surveys	K.Williams, Director of Fine Arts	June 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 Liaisons	June 2023	
Increase opportunities for students to engage in meaningful Career Development Opportunities through partnerships with Mass Hire, Connective Activities and the RHS Internship Program	Finn	June 2023	
Develop a strategic plan to implement My Career and Academic Plan (MyCAP) at RHS	Finn	June 2023	
Submit application for DESE's Early College Grant as part of the development of Pathway Opportunities at RHS	Finn	December 2022	
Increase student participation on the Equity Advisory Board	Equity Advisory Board	June 2023	

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

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, Health & Wellness Director (J.Herwig), Principals	June 2023	
Classroom practice that shows an increase in the incidence of students engaging in deeper learning or student-centered activities	Curriculum Directors, Principals, Teachers, APs	June 2023	
Begin ESL Curriculum development work, including professional development on WIDA 2020 Standards, MA DESE ESL Curriculum development materials and CASEL Competences and Social Justice Standards	EL/WL Director/Assistant Director, Language Development Coaches, Teachers	June 2023 and ongoing	
Provide Directors meetings on topics to support ESL, SEI, and World Language teachers (WIDA 2022 standards for ESL, Sheltered content Elementary + Secondary, DESE World Language 2021 standards)	EL/WL Director/Assistant Director, Language Development Coaches, Teachers	June 2023	
Implement Flashlight360 assessment platform in grades 6-12 to provide a clear measure of student growth in speaking and writing and calibrate grading practices across the department	EL/WL Director/Assistant Director, Language Development Coaches, Teachers	June 2023	
Pilot an elementary ESL speaking assessment across all elementary schools	EL/WL Director/Assistant Director, Language Development Coaches, Teachers	June 2023	
Data analysis of debriefing protocol from administrator walk throughs supporting instructional practices.	Dr. Garcia, Exec. Dir. of Data and Accountability	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 publicly, 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 fors" 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 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	
Summary of data analysis of debriefing protocol from administrator walk throughs supporting instructional practices share with Cabinet	Asst. Superintendent, Exec. Dir. of Data and Accountability	June 2023	

December 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, October 2022 Professional Services, Invoice 87970.00.0-20, \$60,045.00
  - a. LEC Environmental Consultants, Inc., September 2022 Environmental Consulting Services, Invoice 147801, \$4,297.50
  - b. LEC Environmental Consultants, Inc., October 2022 Environmental Consulting Services, Invoice 148028, \$881.25
2. Consigli Construction Co, Inc., October 2022 Construction Services, Invoice 1, \$23,084.00
3. Perkins Eastman Architect DPC, November 2022 Professional Services, Invoice 87970.00.0-21, \$62,221.50
4. Consigli Construction Co, Inc, November 2022 Construction Services, Invoice 2, \$23,084.00

Please see the attached invoices for detail information.

Thank you,

Revere School Building Committee/ad

## MEMORANDUM

To: Matt Kruse, Revere School District Business Manager  
From: Linda Liporto, LeftField, LLC  
Date: November 16, 2022  
Re: Revere High School - October 2022 Invoice Summary  
Cc: Lynn Stapleton, James Riefstahl - LeftField, LLC

Enclosed for approval and processing, please find the following invoices:

INVOICES (Payments)					
ProPay Code	Vendor	Invoice #	Budget Category	Description of Services	Invoice \$
0002-0000	Perkins Eastman	87970.00.0-20	Extra/Reimbursable Services	Professional Services for October 1-31, 2022	\$ 60,045.00
0003-0000	Consigli Construction Co., Inc.	1	Environmental & Site	Preconstruction Services for October 1-31, 2022	\$ 23,084.00
				<b>LEFTFIELD TOTAL</b>	<b>\$ 83,129.00</b>
				<b>TOTAL:</b>	<b>\$ 83,129.00</b>

The invoices listed above are consistent with the Total Project Budget and to the best of our knowledge, are eligible for reimbursement from the Massachusetts School Building Authority. LeftField, LLC recommends that the invoices be approved and paid.

The October 2022 OPM Monthly Report was electronically submitted to the MSBA and to the City of Revere by the required November 12, 2022 deadline. All invoices above are included in the October 2022 Project Budget Report but can be revised if rejected by the City.

If you have any questions, please feel free to contact Linda Liporto, Owner's Project Manager, LeftField, LLC.

# 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

November 3, 2022  
Invoice No: 87970.00.0 - 20

Project 87970.00.0 Revere High School  
PO #20216149-00

Send invoices to: [BDakin@leftfieldpm.com](mailto:BDakin@leftfieldpm.com) - [LLiporto@leftfieldpm.com](mailto:LLiporto@leftfieldpm.com) cc: [d.colli@perkinseastman.com](mailto:d.colli@perkinseastman.com)

**Professional Services from October 1, 2022 to October 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	81.00	486,364.50	426,319.50	60,045.00
Total Fee	1,303,950.00		1,189,864.50	1,129,819.50	60,045.00
<b>Total Fee</b>					<b>60,045.00</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>\$60,045.00</b>

**Billings to Date**

	Current	Prior	Total
Fee	60,045.00	1,129,819.50	1,189,864.50
Consultant	0.00	54,500.00	54,500.00
<b>Totals</b>	<b>60,045.00</b>	<b>1,184,319.50</b>	<b>1,244,364.50</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



Consigli Construction Co., Inc.  
 72 Sumner Street  
 Milford, MA 01757  
 (508)473-2580

City of Revere  
 281 Broadway  
 Revere City Hall, Purchasing  
 Revere, MA 02151

INVOICE ID: 1  
 DATE: November 15,2022

Period From: 10/1/2022 To: 10/31/2022

Item Id	Description	Contract Amount	Percent Complete	Total Billed	Previous Billed	Total This Invoice
22-000	Revere - High School					
22-100	Schematic Design Pre Approval					
22-101	Oct '22	23,084.00	100.00 %	23,084.00		23,084.00
22-102	Nov '22	23,084.00				
22-103	Dec '22	23,084.00				
22-200	SD Post Funding Approval	46,168.00				
<b>Total</b>		<b>115,420.00</b>	<b>20.00 %</b>	<b>23,084.00</b>		<b>23,084.00</b>

Contract Summary

Original contract amount	115,420.00
Approved changes	<u>0.00</u>
Revised contract amount	115,420.00
Invoiced to date	<u>23,084.00</u>
Remaining to invoice	92,336.00
Current Payment Due	<u>\$23,084.00</u>
Percent billed	20.00 %
Retainage balance	0.00

Approved by:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

# 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

December 5, 2022  
Invoice No: 87970.00.0 - 21

Project 87970.00.0 Revere High School  
PO #20216149-00

Send invoices to: [BDakin@leftfieldpm.com](mailto:BDakin@leftfieldpm.com) - [LLiporto@leftfieldpm.com](mailto:LLiporto@leftfieldpm.com) cc: [d.colli@perkinseastman.com](mailto:d.colli@perkinseastman.com)

**Professional Services from November 1, 2022 to November 30, 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	90.50	543,407.25	486,364.50	57,042.75
Total Fee	1,303,950.00		1,246,907.25	1,189,864.50	57,042.75
<b>Total Fee</b>					<b>57,042.75</b>

**Consultant Fees**

LEC Environmental Consultants, Inc.						
11/30/2022	LEC Environmental Consultants, Inc.	Inv# 147801		4,297.50		
11/30/2022	LEC Environmental Consultants, Inc.	INV#148028		881.25		
<b>Total Consultant</b>				<b>1.0 times</b>	<b>5,178.75</b>	<b>5,178.75</b>

**Billing Limits**

	Current	Prior	To-Date
Consultants	5,178.75	54,500.00	59,678.75
Limit			166,500.00
Remaining			106,821.25
<b>Total this Invoice</b>			<b>\$62,221.50</b>

**Billings to Date**

	Current	Prior	Total
Fee	57,042.75	1,189,864.50	1,246,907.25
Consultant	5,178.75	54,500.00	59,678.75
<b>Totals</b>	<b>62,221.50</b>	<b>1,244,364.50</b>	<b>1,306,586.00</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

Invoice # 147801

9/27/2022

Net 30 days

For Services Through

September 23, 2022

Perkins Eastman-Boston  
Daniel Colli  
20 Ashburton Place  
Floor 8  
Boston, MA 02108

<b>Perkins Eastman</b>	
<b>Accounting – NYC</b>	
Nov/17/2022 Ti.Leung	
PROJECT	87970.00.0
PHASE	100
G/L #	516.28
NOTES	
	<input type="checkbox"/> DIRECT
	<input checked="" type="checkbox"/> REIMB.

PEB\22-241.01 - 190 VFW Parkway, Wonderland, Revere, MA

PEADPC Project #

87970.00.0

Team Conference Calls & Associated Coordination 1,725.00  
8/4/2022, 8/10/2022, 8/12/2022 & 8/30/2022

Project Coordination, Research and Review Including Discussions and 1,492.50  
Correspondence with Team re: Update Existing Conditions Plan,  
Schematic Plan Options, Fire Station Documents, ORAD Extension

Meeting: Remote Pre-Application and Preparation with Team for 1,080.00  
J.Provencal DEP NERO Wetlands 9/16/2022

Remit to - 380 Lowell St., Suite 101, Wakefield, MA 01880

**Total Due**

**\$4,297.50**

Your privacy is our priority. LEC will never ask you to confirm your bank account number, PIN, password, or any personal information via email. Receive a suspicious email? Please forward it to dhooley@leceenvironmental.com or call 781-245-2500, and we'll check it out.

<b>LEC Environmental Consultants, Inc.</b>				<a href="http://www.leceenvironmental.com">www.leceenvironmental.com</a>
12 Resnik Road Suite 1 Plymouth, MA 02360 508.746.9491	380 Lowell Street Suite 101 Wakefield, MA 01880 781.245.2500	100 Grove Street Suite 302 Worcester, MA 01605 508.753.3077	P. O. Box 590 Rindge, NH 03461 603.899.6726	680 Warren Avenue Suite 3 East Providence, RI 02914 401.685.3109
<b>PLYMOUTH, MA</b>	<b>WAKEFIELD, MA</b>	<b>WORCESTER, MA</b>	<b>RINDGE, NH</b>	<b>EAST PROVIDENCE, RI</b>





# Invoice

Invoice # 148028

11/7/2022

Net 30 days

For Services Through

October 28, 2022

Perkins Eastman-Boston  
Daniel Colli  
20 Ashburton Place  
Floor 8  
Boston, MA 02108

<b>Perkins Eastman</b>	
<b>Accounting – NYC</b>	
Nov/21/2022 Ti.Leung	
PROJECT	87970.00.0
PHASE	100
G/L #	516.28
NOTES	
	<input type="checkbox"/> DIRECT
	<input checked="" type="checkbox"/> REIMB.

PEB\22-241.01 - 190 VFW Parkway, Wonderland, Revere, MA

PEADPC Project #

87970.00.0

Meeting: Team Conference Call 10/4/2022 375.00

Project Coordination, Research and Plan Review Including Discussions 506.25  
and Correspondence with Team re: MEPA Timeline, Scheduling

Remit to - 380 Lowell St., Suite 101, Wakefield, MA 01880

**Total Due** **\$881.25**

Your privacy is our priority. LEC will never ask you to confirm your bank account number, PIN, password, or any personal information via email. Receive a suspicious email? Please forward it to [dhooley@lecenvironmental.com](mailto:dhooley@lecenvironmental.com) or call 781-245-2500, and we'll check it out.

<b>LEC Environmental Consultants, Inc.</b>				<a href="http://www.lecenvironmental.com">www.lecenvironmental.com</a>
12 Resnik Road Suite 1 Plymouth, MA 02360 508.746.9491	380 Lowell Street Suite 101 Wakefield, MA 01880 781.245.2500	100 Grove Street Suite 302 Worcester, MA 01605 508.753.3077	P. O. Box 590 Rindge, NH 03461 603.899.6726	680 Warren Avenue Suite 3 East Providence, RI 02914 401.685.3109
<b>PLYMOUTH, MA</b>	<b>WAKEFIELD, MA</b>	<b>WORCESTER, MA</b>	<b>RINDGE, NH</b>	<b>EAST PROVIDENCE, RI</b>



Consigli Construction Co., Inc.  
 72 Sumner Street  
 Milford, MA 01757  
 (508)473-2580

City of Revere  
 281 Broadway  
 Revere City Hall, Purchasing  
 Revere, MA 02151

INVOICE ID: 2  
 DATE: November 30,2022

Period From: 11/1/2022 To: 11/30/2022

Item Id	Description	Contract Amount	Percent Complete	Total Billed	Previous Billed	Total This Invoice
22-000	Revere - High School					
22-100	Schematic Design Pre Approval					
22-101	Oct '22	23,084.00	100.00 %	23,084.00	23,084.00	
22-102	Nov '22	23,084.00	100.00 %	23,084.00		23,084.00
22-103	Dec '22	23,084.00				
22-200	SD Post Funding Approval	46,168.00				
<b>Total</b>		<b>115,420.00</b>	<b>40.00 %</b>	<b>46,168.00</b>	<b>23,084.00</b>	<b>23,084.00</b>

Contract Summary

Original contract amount	115,420.00
Approved changes	<u>0.00</u>
Revised contract amount	115,420.00
Invoiced to date	<u>46,168.00</u>
Remaining to invoice	69,252.00
Current Payment Due	<u>\$23,084.00</u>
Percent billed	40.00 %
Retainage balance	0.00

Approved by:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Side Letter of Agreement**

**Between**

**The Revere School Committee (District)**

**And**

**The Revere Federation of Paraprofessionals (Union)**

**Whereas**, the Committee and the Union are parties to a collective bargaining agreement effective 2021 through 2024; and

**Whereas**, the parties agree to enter into this Side Agreement for the 2022-2023 and 2023-2024 school year only as a pilot program; and

**Whereas**, all other aspect of the parties' CBA shall remain in force and effect, unchanged, except as follows:

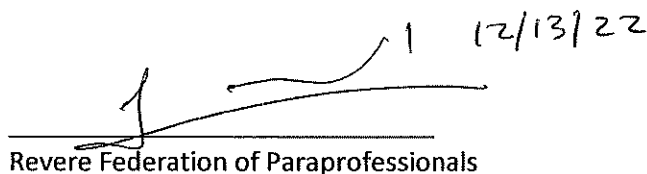
**Now Therefore**, the parties agree as follows:

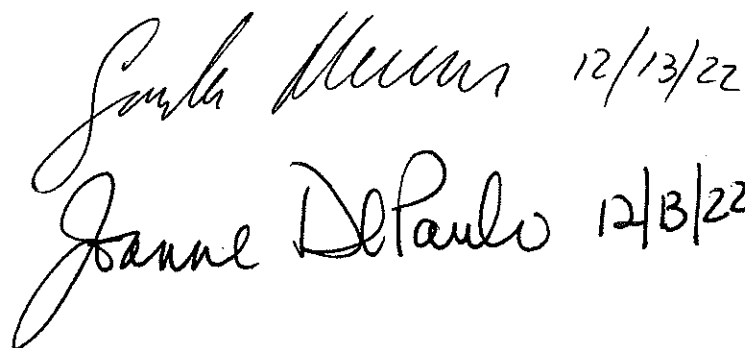

- 1) For the 2022-2023 school year and the 2023-2024 school year only, the District agrees to post for a minimum of eighteen (18) full-time paraprofessional positions. The District agrees that for the 2022-2023 school year and the 2023-2024 school year only it shall maintain at least twenty six (26) full-time paraprofessional positions. Nothing herein requires the District to fill all twenty six (26) positions if there are insufficient qualified applications in the discretion of the District. The ten (10) fulltime positions existing prior to the pilot will not be discontinued as a result of the pilot.
- 2) All paraprofessionals currently employed by the Revere Public Schools shall have the right to apply for any full-time paraprofessional positions (during 2022-2023 school year and the 2023-2024 school year). Current employees, in this unit, shall be considered for employment as a full-time paraprofessional before the District considers any other individuals for employment. All internal applications will be reviewed, qualified candidates will be interviewed, and the union will be provided notice before any external posting occurs.
- 3) The District shall post any full-time positions with a brief and non-exhaustive description of the services required of the paraprofessional. The District and the Union shall work collaboratively on the positing(s). The District, in their sole discretion, shall select the applicant for hire in the best interest of students.
- 4) Part time paraprofessionals displaced by a full time paraprofessional position may be transferred to different buildings or assignments (including hours of work). The District shall endeavor to maintain employees' original building(s) and/or assignment(s).

- 5) At the conclusion of the 2023-2024 school year the District, in its sole discretion, may maintain as many or as few full-time paraprofessional positions as it deems necessary. Nothing in this agreement shall require the District to a minimum staffing requirement after the conclusion of the 2023-2024 school year.

Agreed to on December 13, 2022 by:

  
Revere Public Schools

  
Revere Federation of Paraprofessionals

 12/13/22  
 12/13/22