Revere School Committee Meeting Agenda
June 15, 2021

A Regular Meeting of the Revere School Committee will be held on **June 15, 2021** at **6:00 PM in the Ferrante School Committee Room 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/83756685302?pwd=aHJ0T2lmNUluMVR0Z0NZQmNMYWtMUT09
Passcode: Sa6pqg

Watch on Revere School Committee YouTube
https://www.youtube.com/c/revereschoolcommittee

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Public Speak
3. Recognition
4. Superintendent's Report
    a. Lincoln School presentation – "Deeper Learning" by Ms. Sarah Hoomis
    b. Beachmont School presentation – "Socially Distanced Science" by Dr. Percy Napier
    c. New High School Educational Program – Dr. John Perella
    d. Dr. Richard Gallucci
        - Revised Puberty Curriculum (with GMS teacher, Jill Herwig)
        - Wellness Committee
        - COVID Update
5. Student Representative Report
6. HEARING: Budget
7. Consent Calendar (vote required)
8. Report of Sub-Committees
9. Old Business
10. New Business
    a. Priscilla Nickerson – Donation of $2,500 for Garfield Elementary School
    b. Senator Boncore - STEM Pipeline Grant $2000
11. School Committee Interests

12. Motions

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 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 our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

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:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chairperson shall determine the length of the public participation segment.

2. Speakers will be allowed three (3) minutes to present their material. The presiding Chairperson may permit extension of this time limit.

3. Topics for discussion must be limited to those items listed on the School Committee meeting agenda for that evening.

4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chairperson may terminate that individual’s privilege of address.

5. All remarks will be addressed through the Chairperson of the meeting.

6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.

SOURCE: MASC

Deeper Learning Lincoln

Deeper Learning Lead Team

Moe Coyle- Assistant Principal

Colleen O'Keefe- Kindergarten

Rachel Shanley- Second Grade

Alex Ambrosino- Third Grade

Kelly Miller-ELL

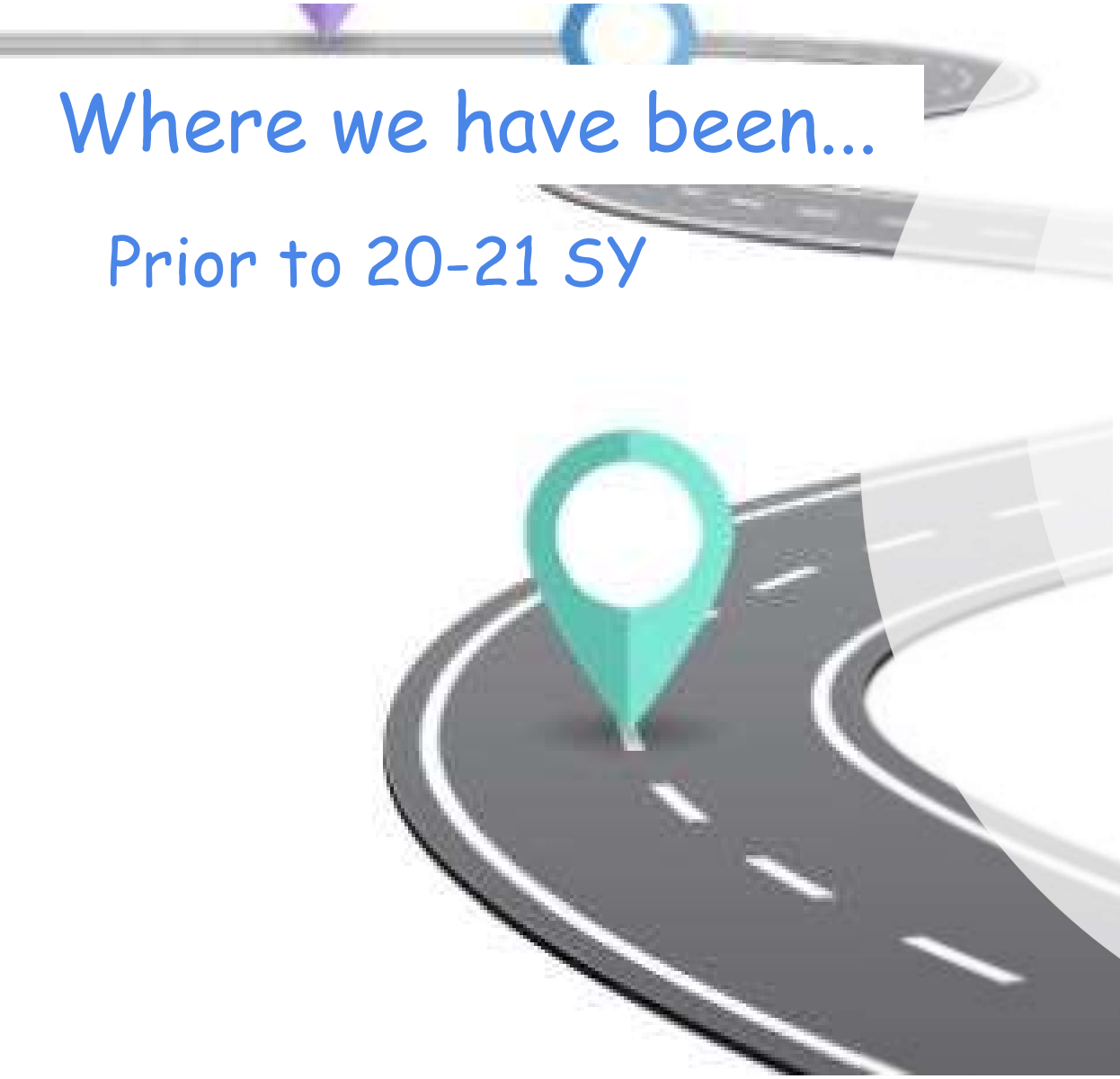
Lindsey Kordis- Fifth grade

Sandra Chesna- Math Coach

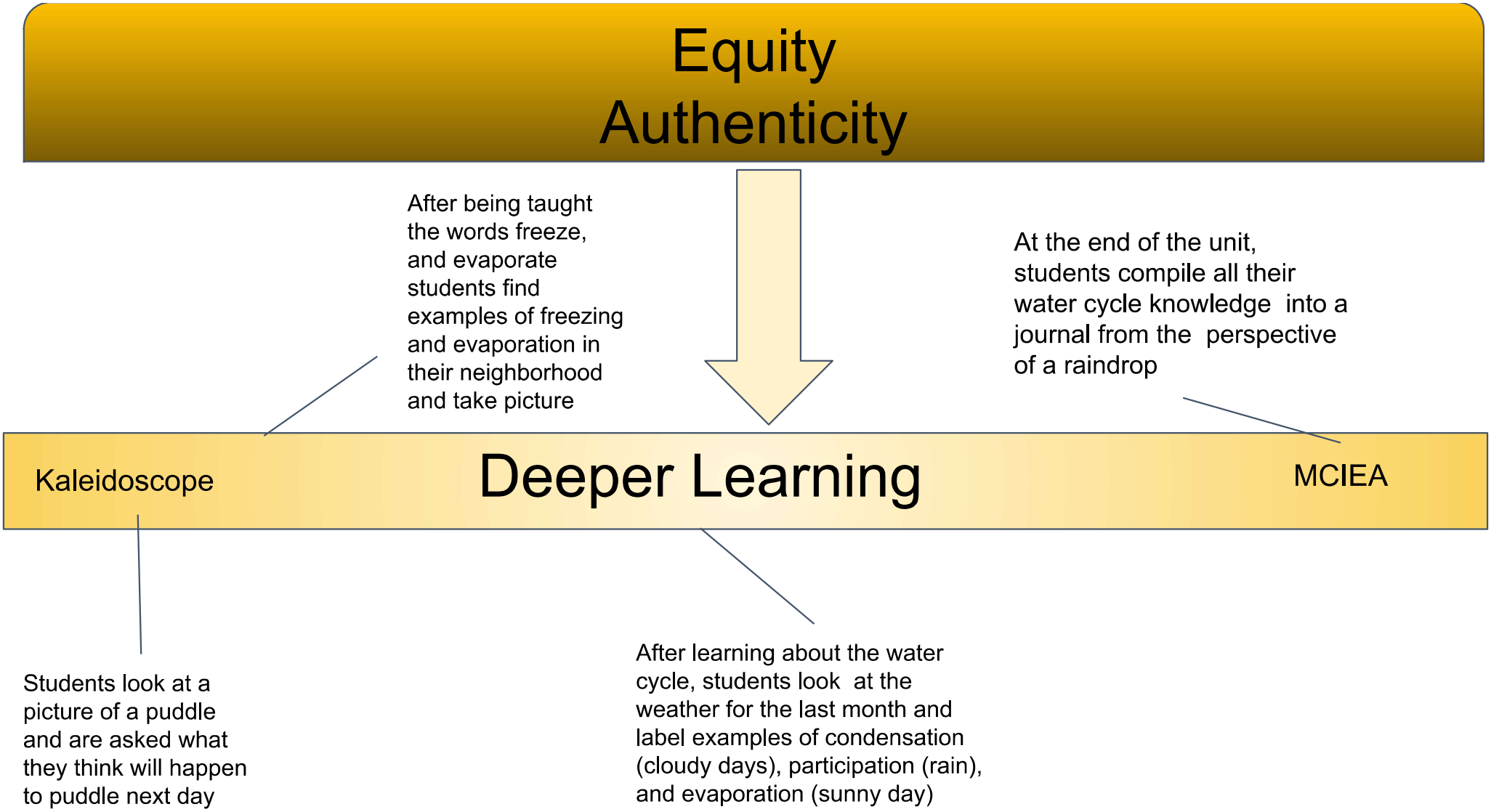
Sarah Hartnett- Reading Coach

Where we have been...

Prior to 20-21 SY

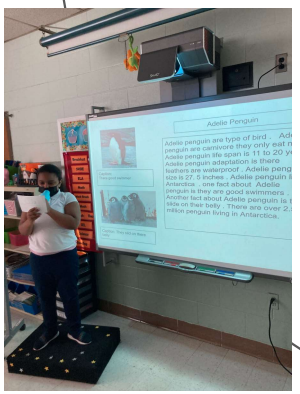


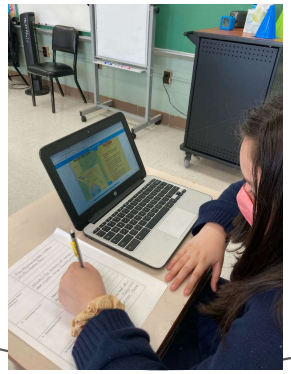
- Created 28 MCIEA tasks to be implemented
- Updated grading practices to move to Standards Based Grading
- Curriculum Review for Bias and Stereotypes
- MAPLE School walkthroughs
- Created a collaborative culture with a designated Deeper Learning PLG


Equity
Authenticity
After being taught the words freeze, and evaporate students find examples of freezing and evaporation in their neighborhood and take picture
At the end of the unit, students compile all their water cycle knowledge into a journal from the perspective of a raindrop
Kaleidoscope
Deeper Learning
MCIEA
Students look at a picture of a puddle and are asked what they think will happen to puddle next day
After learning about the water cycle, students look at the weather for the last month and label examples of condensation (cloudy days), participation (rain), and evaporation (sunny day)

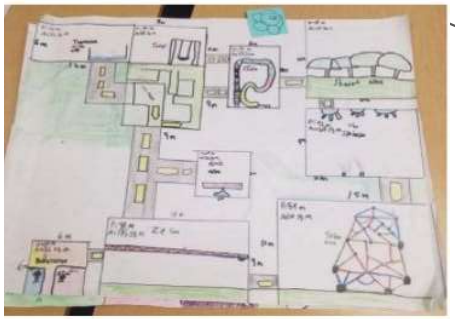
Kaleidoscope

- Focus on teaching and learning
- Inquiry Based
- Solving authentic problems





- Equitable access
- Authentic work
- Student Centered



MCIEA

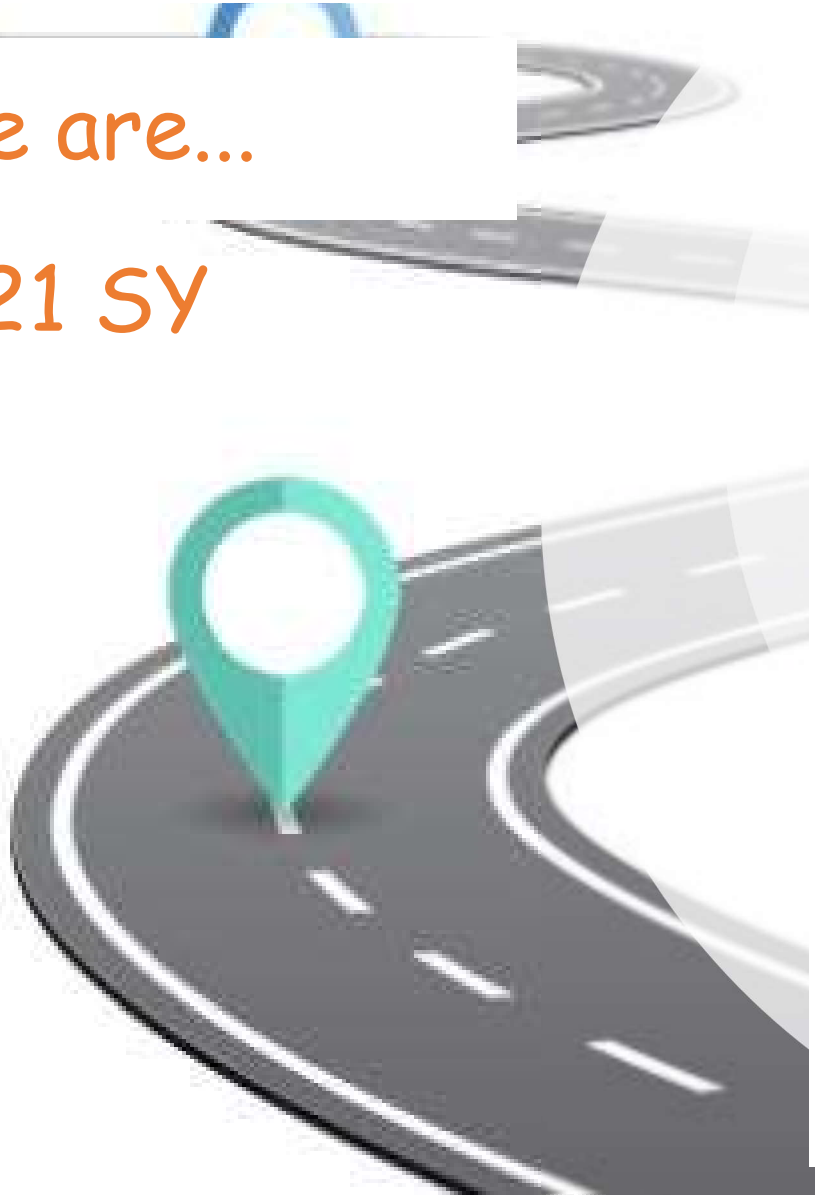
- Focus on project based assessment
- Applying deeper learning to show knowledge

Grade 5:

-Reading *Wonder*
-"What Makes Me Scream?"

Where we are...

20-21 SY

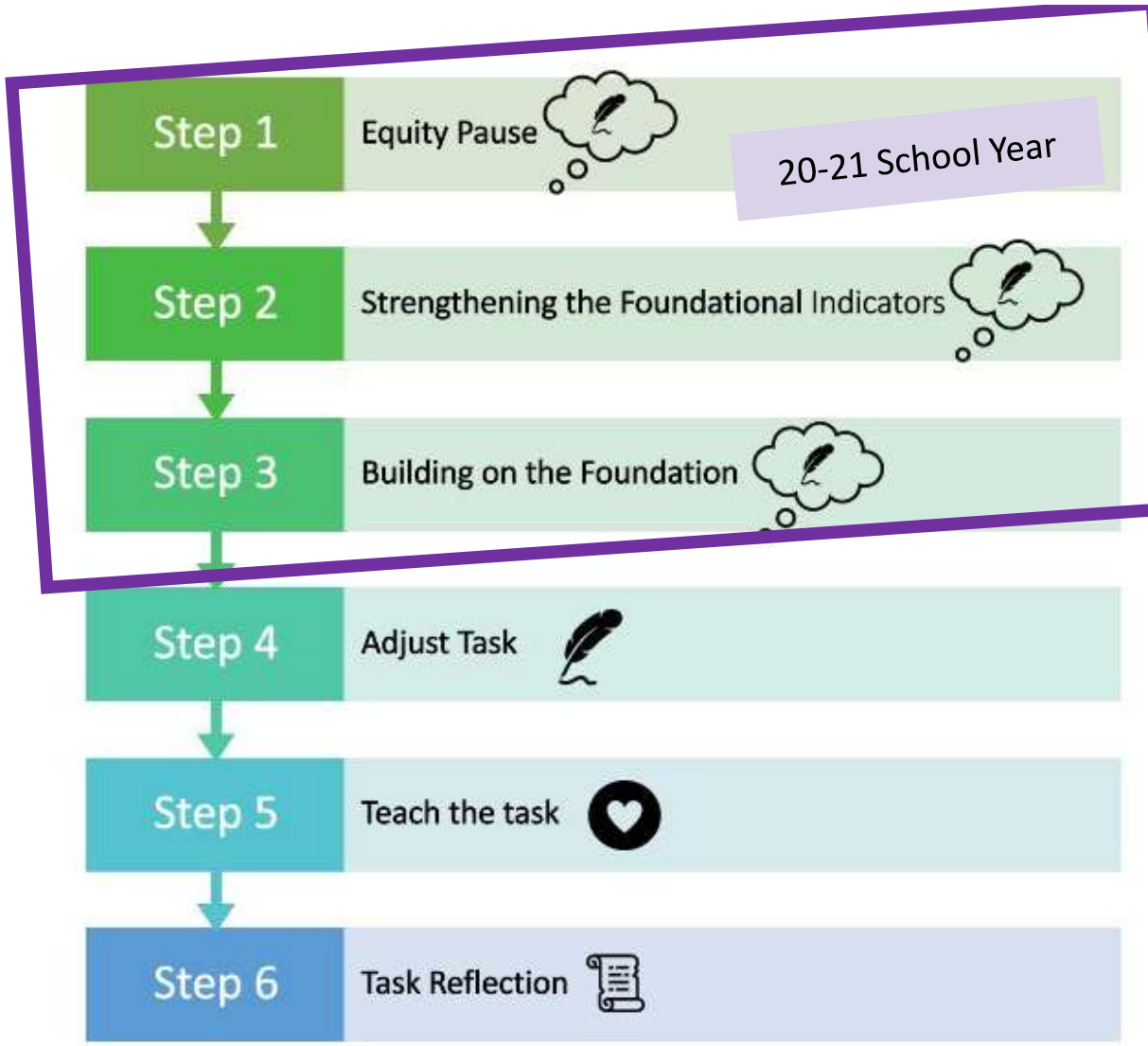


- Schoolwide PLGs focusing on equity and task adjustment.
- Monthly Equity Pauses and Looking at Student Work implemented in PLG
- School Wide research of School Quality Measures and Equity

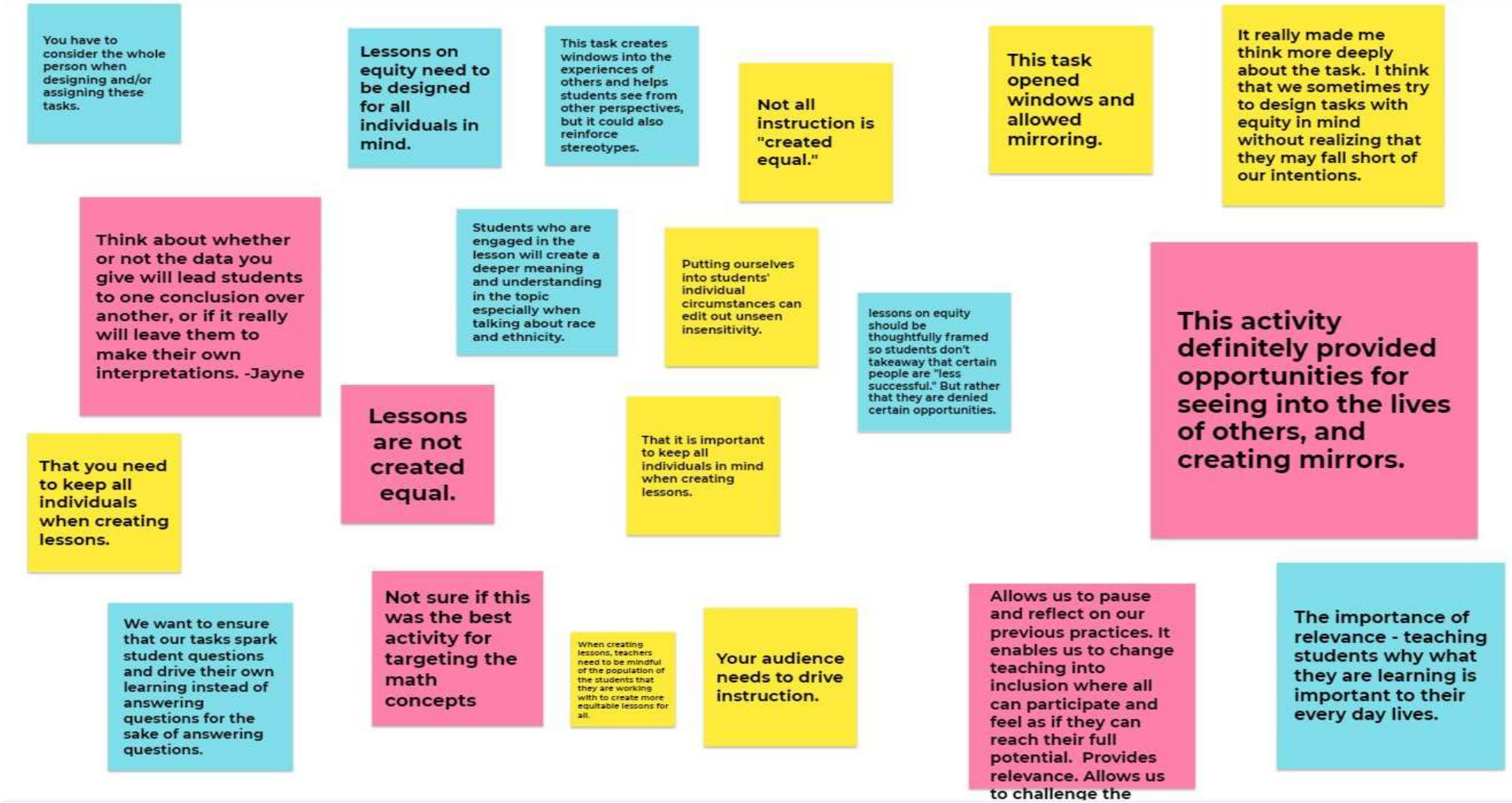
Lead team attended 5 Kaleidoscope Convenings

Designing for Equity:

How do we ensure our POSITIVE INTENT leads to a POSITIVE IMPACT?



Takeaways after Lincoln School Equity Pause



Equity Pause Grades 2 & 3

The task we did an equity pause on requires students Grade 3 students to read two articles, one about Martin Luther King Jr. and one about Nelson Mandela and answers the question:

"In "*Remembering a Leader*" and "*Goodbye, Nelson Mandela*" we learned about the struggles individuals have faced throughout the world. What was the main struggle AND how did each country overcome it differently? Use specific examples from the story to support your answer.

Focus Question

Whose story/experience is centered/being told? Whose voice is doing the telling of this story?
What assumptions is this task making?

Takeaways

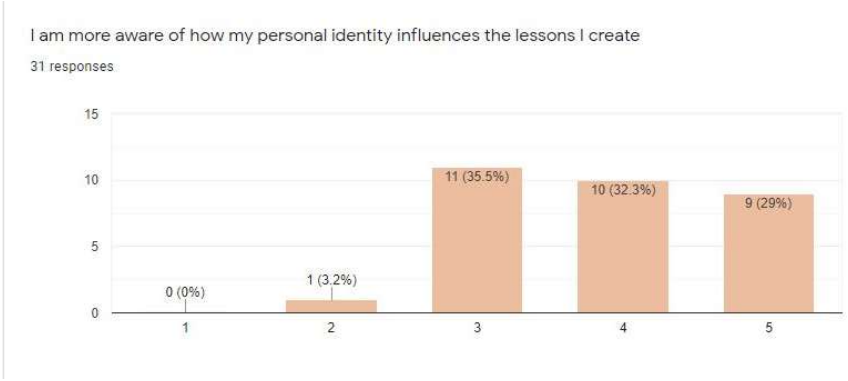
In teaching about social justice and how MLK helped end segregation, how can we clearly represent the difference between the civil rights movement and social injustices that are still happening?

Authors of these resources and the need for more vertical PLG to have conversations so every year teachers aren't teaching the same information in the same way about MLK for example.

Staff Survey - June 2021

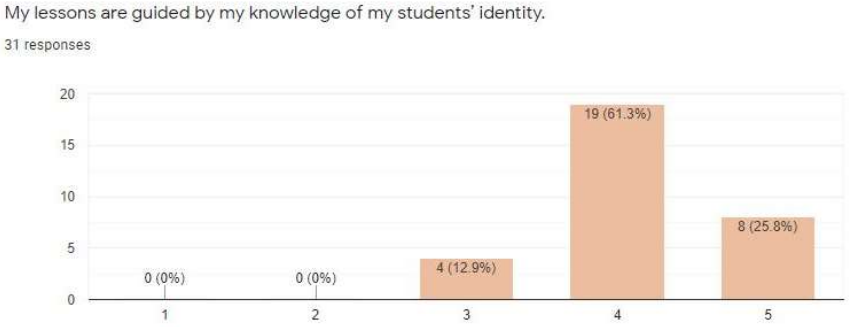
- 31 faculty responded to the survey
- Focus of the survey was to gauge the impact of our Kaleidoscope work on teacher awareness and student representation in our daily lessons and assessments
- The overwhelming trend of this data was very positive and suggests that we are moving in the right direction with equitable and inclusive instructional practices.

Survey Results- Equity



I am more aware of how my personal identity influences the lessons I create

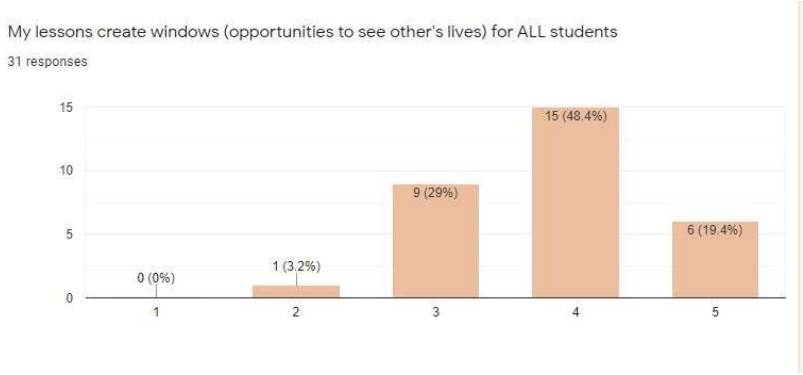
Avg. Answer = 3.9



My lessons are guided by my knowledge of my students' identity.

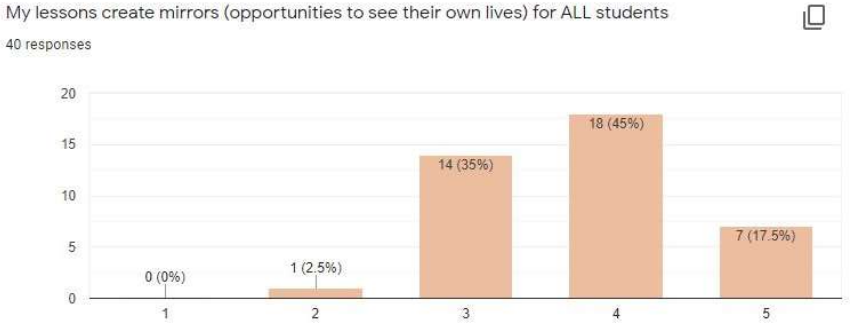
Avg. Answer = 4.2

Survey Results- Equity



My lessons create Windows (opportunities to see other's lives) for **All** students

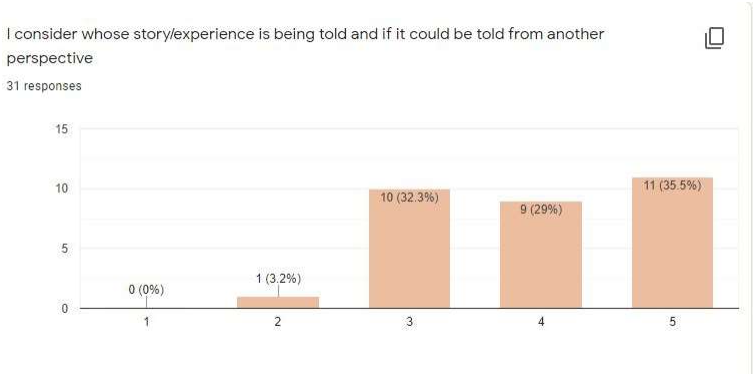
Avg. Answer = 3.8



My lessons create mirrors (opportunities to see their own lives) for ALL students

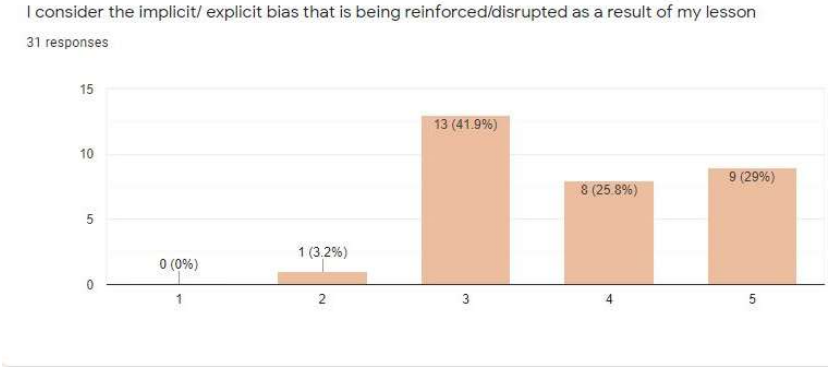
Avg. Answer = 3.7

Survey Results- Equity



I consider whose story/experience is being told and if it could be told from another perspective

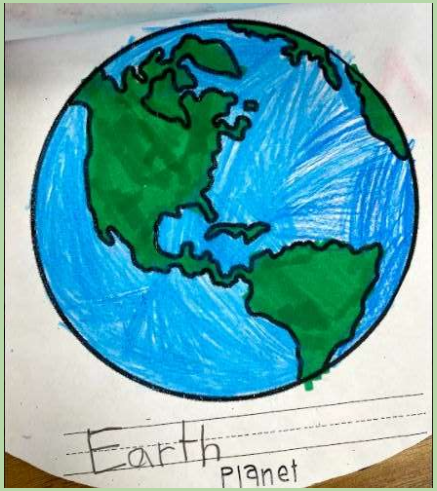
Avg. Answer = 3.9



I consider the implicit/ explicit bias that is being reinforced/disrupted as a result of my lesson

Avg. Answer = 3.8

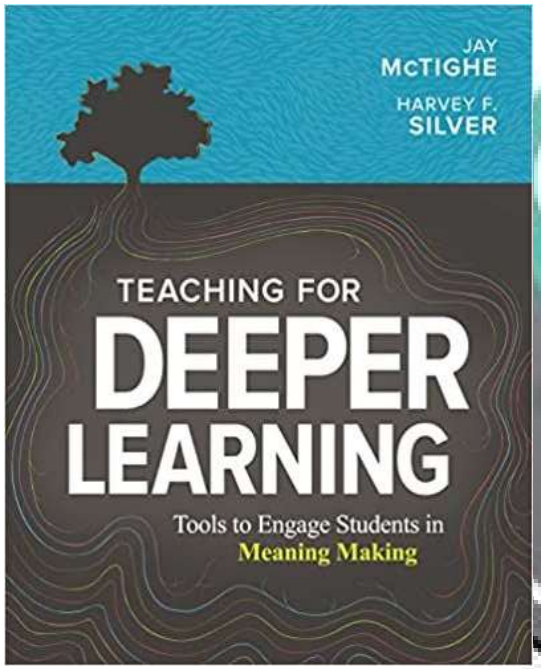
K Task: Me on the Map



Writing Samples

Where we are going...

21-22 SY



- Continuation of current work and…
- School Wide Book Club for text "Teaching for Deeper Learning"
- Creation of new tasks with a deeper learning focus
- Utilizing the Equity Pause to help shift mindset

REVERE Public Schools
RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

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101 School Street, Revere MA 02151

Educational Program (v3)

Edits since the last submission are highlighted

The current Revere High School opened in the fall of 1974. The building and the educational program was a product and reflection of that time period, a mixture of traditional academic offerings, fine and performing arts, and vocational programs all housed within a sprawling open campus originally meant to serve up to 3000 students. For almost 50 years it has been the home for thousands of students from a wide range of backgrounds and ethnicities. In an effort to meet the changing demands of state and national educational reform centered on standards, testing and accountability in the 1990's, Revere High School shifted its educational focus from a comprehensive to a college preparatory program. The vocational curriculum was replaced with additional college prep and Advanced Placement offerings. The aim was for all students who graduated from RHS to be college ready. With these shifts in educational philosophies, the school and district embraced its identification as the Best Urban District, or BUDS. An array of recognition and success was celebrated at RHS including numerous national awards of excellence, fruitful partnerships with local colleges, and a profound collaboration with the Nellie Mae Foundation during the past 10 years.

Over the almost half century in operation, this high school building has been repurposed to the fullest extent possible to meet the evolving educational and community needs. This includes a renovation of the library and the previous vocational wing of the campus, and numerous roof and classroom repairs. The structure, however, only allows for minimum flexibility and usage. When the student population contracted in between 1980-1995, additional district departments and offices including central office, the business office, and partnerships with Mass General Hospital were infused in the building. Over the past 10 years, the school has once again grown, almost doubling the student population numbers over this time. As the school expands in numbers and evolves into a modern educational approach, a new facility is needed to implement technology seamlessly across the building and to offer flexible spaces that support collaboration and 21st century teaching and learning.

Today, RHS is a vibrant community of 2000 diverse students: 4% African American, 5.5% Asian, 58% Hispanic, 1% Native American, 30% white, and all other students less than 2%. In the district, 69% first language is not English, 73% are high needs, and 56% are economically disadvantaged. The high school reflects the great diversity of the City of Revere with students representing countries from all over the world and speaking almost 50 different languages. Given this cultural, racial and socioeconomic diversity, Revere High School has been successful at consistently maintaining a high graduation rate for an urban district (mid 80%).

The proposed planning concepts, whether renovation or new construction, will include the scope/costs of creating a multi-purpose, weather-tight, code compliant facility (including full accessibility) along with new mechanical (indoor air quality, heating and cooling), electrical, plumbing, fire protection, technology, communications and safety/security systems. All options have been planned to address program deficiencies and inefficiencies, including sub-standard learning areas, Cafeteria, Science Labs, Special Education (including Life Skills) and numerous other program deficiencies that do not meet MSBA guidelines or capacity needs. We also want to be able to support a variety of learning spaces, and new pathway programming that will include Career/Technical Training, Learning Centers, Maker Spaces, and Fine/Performing Arts

The great community diversity and uniqueness represented by the student body is expected to be celebrated in new and different ways, possibly through new means of display and broadcasting within the school. Our hope is that the New RHS will be a hub of innovation, support, and learning for the entire city.

A. GRADE AND SCHOOL CONFIGURATION POLICIES

Revere High School is currently operating on a 4X4 schedule. Along with these four class blocks that meet every day is an Advisory class (3X a week) and Professional Learning time for faculty (2X week). Classes begin at 8:18 Monday and Tuesday and begin at 7:50 Wednesday through Friday. Classes conclude at 2:20 every day.

The year is divided into 2 Semesters. One (1) Carnegie Credit is earned for each course a student passes. The course must meet five (5) times a week for a semester to qualify as one Carnegie Credit. Courses meeting less than five (5) times or less than a semester will be assigned part of a Carnegie Credit.

PROMOTION: One (1) Carnegie Credit is earned for each course a student passes. The course must meet five (5) times a week for a semester to qualify as one Carnegie Credit. Courses meeting less than five (5) times or less than a semester will be assigned part of a Carnegie Credit.

4 Year Block Schedule Requirements

GRADUATION REQUIREMENTS:

English	5 credits	(English 9-12)
Math	6 credits	(Integrated Math 1-2, FTA)
Science	4 credits	(Biology, Chemistry, & Physics)
History	3.5 credits	(US History I, II, World History II, Financial Literacy)
Foreign Language		2 credits
Physical Ed/Wellness		1 credit
Advisory (Pass/Fail)		--
Community Service		26 Community Service Hours
Core Distribution Requirements		21.5 Carnegie Credits
Additional Elective Requirements		6.5 credits
Total Credits Required for Graduation:		28 credits

Students must be enrolled in a total of 8 credits (16 quarters) each year, unless meeting requirements and approved for early graduation

Promotion minimums:

- Freshman: Must have a minimum 4 Carnegie Credits to be promoted to sophomore year.
- Sophomore: Must have earned 12 Carnegie Credits to be promoted to junior year.
- Junior: Must have earned a minimum of 20 Carnegie Credits and not failed more than one year of English to be promoted to Senior Year.

Prior to this year, courses were offered in Advanced Placement, Honors, and College Preparatory.

<u>Proposed Changes:</u> The Carnegie credit or unit has been used to standardize education, primarily through time on learning, since 1906. Along and in conjunction with the full implementation competency based learning, we aim to ultimately replace the Carnegie unit with standard competency. Credits will be received upon the demonstration of competency of the standards. The time it takes to do this depends upon the student.

Prior to the Pandemic, there were school and community working groups exploring ways to address some of the shortcomings of the 4X5 block schedule -lack of options available, restrictive scheduling, inability to simultaneously offer robust academics and fine and

performing arts options. We will continue to explore alternatives to both the master schedule and the structure of our credit programming with an eye on flexibility, career training, student choice, and community/civic engagement.

Advantages: A schedule can both accentuate and restrict the capacity of a curriculum. The advantages of designing flexible scheduling and learning systems is simply in providing more opportunity. We have learned over the pandemic that students shine in a multitude of mediums. Our goal is to personalize and individualize learning as much as possible.

- *Design Response to be provided at PSR submission*

B. CLASS SIZE POLICIES

District Policies & Targets –

Apart from state and DESE standard Special Education class size policies, RPS does not have any policy language around class size at the secondary level. Currently, class sizes at the high school do not exceed 12 for Small Learning Groups, and are intentionally smaller (15-22) for 9th grade classes. All other classes average between 24-28 students per class. Specific to our ninth grade students, our Freshman Academy was designed to be smaller, more intimate, teaching and learning environments. Class sizes are purposefully smaller in order to help incoming students assimilate to Revere High School and to build the infial relationships that will support them during their high school experience.

Proposed: Our vision of a school is one in which there are more flexible learning spaces. We propose class sizes for the following: 15 per class for English Learners, 20 per class for our 9th Grade Academy, and 23 per class for grades 10-12. Our school will include a variety of smaller multi-use rooms/space that can accommodate both smaller and larger groups of students, faculty, and community members. In addition,, we will require additional labs, studios, performing areas, and shops for Pathway programming

- *Design Response to be provided at PSR submission*

C. SCHOOL SCHEDULING METHOD

Current Schedule - four blocks per day on a five day cycle (M-F) with three short advisory periods (W-F) for small groups assigned to each teacher. The advisory periods on Monday/Tuesday are for teachers only (students have later start)

Proposed – no change planned at this time

Ø Design Response to be provided at PSR submission

D. TEACHING METHODOLOGY AND STRUCTURE

Administrative and Academic Organization/Structure:

Revere High School has an administrative team consisting of a principal, deputy principal, and five assistant principals. Four of the assistant principals are assigned to one house (the initial grade/class of the incoming 9th grade students) and follow that house through graduation. One assistant principal is dedicated to the 9th grade class and the 8th to 9th grade transition. Support programming (guidance/adjustment counselors and academic coaches) are spread throughout the building but are most concentrated in the Guidance Suite and the Learning Commons. The Writing and planned STEM Center will also be located in the Learning Common. A community Resource Office, District Departments including the Central Office, Title 1, Humanities, STEM, Transportation, the Business Office, Special Education, Community Schools, Athletics, Physical Education/Health, and Technology are also housed in the school building. A district alternative learning program called Coast Collaborative is also located in the School building. Each of these programs is staffed by administrators.

Proposed Changes: As RHS continues to adapt CBL practices, we will require the systems to support it. Establishing Pathways will provide structure to students through guided choice. Space allotted and focused on providing clarity, resources, and focus to clear Pathways will be necessary. Although RHS has a 9th Grade Academy, it is not profoundly unique from the rest of the school. The new RHS will have a standalone wing that is different enough from the rest of the school to be a "school within a school". We propose a school with defined and transparent leadership and faculty roles and practices. Building and district administrators leading CBL planning and implementing in collaboration with Lead Teachers, coaches, academic support faculty, and the school community in general. Authentic Teacher Leadership will be the engine that will drive innovation in the school.

Learning will not be compartmentalized into departments. True interdisciplinary education will require a fluidity to the school physical plan as well as instructional and organizational practices Movement to this model has taken place in the form of the evolution from STEM and STEAM. Our expectations is that this movement to synthesize content learning will expand to all of our course offerings.

Advantages – Organizing and structuring a school in this manner allows for us to reimagine how a school can interact with its students, faculty, and curriculum. Both as a means to providing more genuine learning opportunities and as a placeholder for future innovation.

Ø Design Response to be provided at PSR submission

Curriculum Delivery Methods and Practices:

Starting in the summer of 2015 an ever growing group of volunteer teachers have been piloting aspects of competency-based learning or CBL in their classrooms. Since then, we have been discussing and planning how CBL theory can manifest into practice in our classrooms. There are two core values at the heart of CBL: (1) All students are capable of learning, and (2) learning should be fair and equitable.

CBL increases the transparency of student learning expectations. This emphasis on transparency helps teachers maintain consistent expectations across the school and helps students make progress toward goals. Many of the practices have been used by individual educators for decades. RHS is now engaged in a school-wide process to make these changes systematic in order to ensure an equitable learning experience for all students.

Proposed Changes: We hope to continue on our journey of understanding and implementing CBL practices in our school. This evolution requires a tremendous amount of sharing, listening, and engaging community members as we work out challenges such as de-tracking, revision policies, shift from credit to standard recovery programs, student attendance, and the overall concern and fear connected to such unfamiliar systems.

Ultimately, we want to provide personalized, flexible learning opportunities to students to go beyond the traditional methods and practices of school. This would enable learning to take place anywhere, and not restrict it to the instruction taking place within the classroom walls.

Advantages – We want all students to spend their time at RHS working towards mastery of the Core Competencies and engaging in meaningful relevant learning. The way we do that is by rethinking how we use the content of our courses to focus on also teaching these overarching core competencies. This change requires that we rethink not only how we assess students but ultimately how we want to report that learning to stakeholders.

Public education has evolved from one-room schools where the teachers personally communicated how well the students (ranging from elementary to high school aged students) were doing to families during home visits, to viewing grades that reflect progress on detailed state standards from complex electronic data systems that can be accessed on smartphones. If that sounded unnecessarily complex, that's because it is. We need to simplify how we help students learn and grow, then be able to share that with students and families in ways that are easy to understand and supportive

English Language Arts/Literacy:

Curriculum Delivery –The current ELA curriculum delivery utilizes an approach that mixes teacher-centered and student-centered instruction. Student-centered practices include: access

to broad range of text (print and non-print), electives that meet the current interests of our student body, the recognition of and honoring of multiple voices and perspectives and , learning through multiple modes: reading, writing, speaking, listening and viewing. Additionally, students utilize technology to support their ELA learning (including programs like Common Lit and Newsela).

Proposed Changes –looking forward, students will be able to access a broader range of text that represents the full range of literacies (text, non-print items, images, social media sources, etc.). "Text" can be accessed through print sources as well as through digital means. The methods of instruction should continue to be student-centered and respect the knowledge of individual students. The ELA Classroom should include space for individual work, small group work, and whole group collaboration. Classrooms should be equipped with technology that facilitates learning (such as SMART boards, laptops, etc.)

Mathematics:

Curriculum Delivery – The current mathematics curriculum delivery utilizes an approach that mixes teacher-centered and student-centered instruction. At times, student-centered practices include an emphasis on discovery-based and/or problem-based learning. Additionally, students utilize technology to support their mathematics learning.

Proposed Changes – In the future, we plan to expand upon our current practices to embed deeper learning into our mathematics curriculum. This would include more relevant, long-term tasks that provide students an opportunity to engage with mathematics in a collaborative and creative manner. It would be ideal if there were spaces in the mathematics classrooms for students to work in a variety of grouping configurations. Additionally, it would be helpful if there were multiple surface areas across the classroom (i.e., walls, windows) that students could write on to capture and share their mathematical thinking in draft form.

Science:

Curriculum Delivery – The current science curriculum delivery utilizes an approach that mixes teacher-centered and student-centered instruction. At times, student-centered practices include an emphasis on inquiry-based laboratory investigations and/or project-based learning. Additionally, students are frequently working on their scientific literacy skills through reading, writing, and the analysis of different data. Further, students are often utilizing technology to support their science learning.

Proposed Changes (common to all labs) – In the future, we plan to more consistently engage our students with scientific research and inquiry in order to support their interest in and deeper learning with science. To do this, we would expand upon many of the strong curriculum delivery methods that already exist in our science classrooms and incorporate additional opportunities for students to design their own explorations in order to collect evidence related

to their specific scientific questions. Further, there will be more opportunities for students to expand upon their learning in the classroom by incorporating external learning through community partnerships, field-based research and internships.

Proposed Changes (unique to each lab) –

Currently, our science labs limit the work that our students can do. The challenges with our current science labs are mostly a result of spacing constraints and a lack of sufficient lab stations to support small group, inquiry-based learning. Additionally, the lab tables in most science classrooms limit the grouping configurations that can be utilized during a science block.

In **Biology** and **Chemistry**, we aspire to have students do and discuss science in multiple grouping arrangements during a class period. We would like students to be able to access learning through technology and with hands-on, inquiry-based approaches. In order to achieve this, we would need spaces that are flexible and furniture that can be moved easily. Additionally, there need to be different stations (or areas of the classroom) where students can access the electricity, plumbing, or ventilation that they may need for a specific activity. Further, we need storage space inside of the classroom where students can easily access materials and equipment that they may need to investigate their specific research questions. As a continuation of our work with Biology and Chemistry, we plan to continue to enhance our **Biotechnology** offerings and incorporate a pathway in this area for students. We would imagine that our Biotechnology classrooms would have similar needs as our Biology and Chemistry labs.

Biotechnology is designed to give students an introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students will attain knowledge about the field of biotechnology and a deeper understanding of the biological concepts used. Students will be introduced to the laboratory analysis of DNA, proteins and other biomolecules. Additionally, students will explore and evaluate career opportunities in the field of biotechnology through extensive readings, laboratory experiments, class discussions and research projects.

We plan to further develop some of our current science (i.e., Anatomy Physiology) and Health offerings to develop some **Health Assisting** courses. We imagine that these courses would support our students in developing a deeper understanding of the human body. Additionally, student work in the Health Assisting courses would provide a pathway into specific internships as well as postsecondary careers.

In **Physics**, we have similar aspirations as we do with our Biology and Chemistry program, where we want to have students do and discuss science in multiple grouping arrangements during a class period. Additionally, we would like students to be able to access learning through technology and with hands-on, inquiry-based approaches. In order to do this in a Physics classroom, we need the space for students to design, test and collect data on solutions to specific problems. Further, we need the space where certain demonstrations can be done to

serve as anchoring phenomena for specific units or lessons. We also need sufficient storage space where students can easily access materials and equipment, as needed, to support their specific investigations.

Our **Robotics** lab will use many of the same curriculum delivery methods as our Physics classrooms. However, due to the size of the robotics equipment and the different space needs required for using and testing specific equipment, the space of the robotics lab will need to be even larger than the Physics labs. Similar to the Physics lab, equipment and materials will need to be stored in ways that are easy for students to access in order to meet their specific design needs.

Robotics is a one semester class in which students will be introduced to mechanical, electrical, and programming concepts related to the design and construction of robotic systems. Students will develop skills in Arduino and Java (Android Studio) programming, 3D computer aided design (CAD), rapid prototyping with 3D printers, and wiring a robot. Students will follow the engineering design process to design and build their own robots to compete in small challenges. Students need approval from the Curriculum Director to enroll in this course. Robotics II is also offered.

Social Studies:

Curriculum Delivery –The current social studies curriculum delivery utilizes an approach that mixes teacher-centered and student-centered instruction. Student-centered practices include: multiple opportunities to read about, talk about, write about, discuss and analyze historical content in small groups and with peers. In whole groups, teachers lead discussions and strive to create an understanding of history's relevance and the importance of social studies in the process of developing active world citizens.

Proposed Changes –There will be a focus on civic engagement and interactions with local and state governments. Students will be able to access a broad range of text that represents the full range of literacies (text, non-print items, images, social media sources, etc.). "Text" can be accessed through print sources as well as through digital means. The methods of instruction should be mostly student-centered and respect the knowledge of individual students. The history classroom should include space for individual work, small group work, and whole group collaboration. Classrooms should be equipped with technology that facilitates learning (such as SMART boards, laptops, etc.)

World Languages/English Language Learners:

Curriculum Delivery –The goal of the World Language Department is for students to develop language proficiency as they develop these skills in understanding, reading, speaking and writing as well as learning about and developing cultural and global literacy of other cultures. Each language level has proficiency standards that students master and connect to the next

language level. World language teachers plan and develop their lessons aligned with the Massachusetts World language Curriculum Frameworks and incorporate a variety of approaches and assessments to support students' competencies and proficiencies in the target language.

English Learner (EL) program at Revere High School consists of ELD (English Language Development) classes for students in Level I- V and dedicated SEI (Sheltered English Immersion) classes in content for English learners at proficiency levels 1-2. The goals of the EL program are for students to develop and enhance their English proficiency in listening, speaking, reading and writing and prepare students to gain access to all grade level curriculum and succeed academically. ELD classes and SEI classes support students in building English language proficiency, academic language and content knowledge. English learners at Levels 3- 5 also receive daily ESL Instructional time and are integrated with other general education students in History, Math, Science and other elective courses. Placement in ELD classes and SEI classes are determined by English language Proficiency scores (WIDA Screener, ACCESS) grades, teacher recommendations and transcripts.

WL Proposed Changes – World language teachers continue to develop expertise in instruction and create opportunities to expand their students' skills in communicating in the target language by incorporating real-life and authentic ways to practice the target language. In addition, the World Language Department should look to expand upon the currently taught Romance languages and add Portuguese as a language of study. Other essential languages such as Arabic and Chinese that are spoken in the community and throughout the world should also be offered to students. Re-establishing an elementary and middle school world language program will prepare students to learn and develop their skills in a second language and will support additional advanced world language offerings at the high school.

EL Proposed Changes - Add additional pathways for English learners especially those who are identified as SLIFE (Students with Limited or Interrupted Formal Education) and/or those students who are overage and under-credited. Develop a co-teaching model allowing EL teachers and SEI teachers to plan instruction and co-teach in content classes and/or in small learning groups. Introduce bilingual education content classes as a learning model in combination with ELD classes to support students' access to content curriculum.

Language Lab Specifics (if warranted) –World Language classrooms and English Learner Classrooms should have the latest technology that provides students the opportunities to connect with each other, native speakers and with authentic target language resources. A specific lab classroom for World language students and English learners would benefit teachers and students alike as teachers and students can focus on specific skills to build language proficiency. The World Language/English learner classrooms will have movable chairs, desks, tables, and spaces that allow for a flexible learning environment where students can practice the language in pair and/or group activities and teachers are able to engage students as well as

re-teach skills in smaller centers. Separate storage areas for WL/EL materials and texts which are easily accessible for WL/EL teachers.

Academic Support Programming Spaces:

Gleaned from our CBL journey of reflecting on and re-thinking teaching and learning is the understanding that learning is not restricted to classrooms. One way this has manifested in our school is through the creation of a Writing Center. We have restructured a section of the Learning Common for a Writing Center. The Revere High School Writing Center's mission is to support students of all ability levels and cultural backgrounds in using the writing process to clarify their thinking, to communicate, and to create. Whether a student requires support in composing an assigned written response to a content-specific text or simply seeks the feedback of a supportive reader we will offer, in a variety of mediums and applications, support for students in every discipline and for students who write independent of school. The Writing Center has flexible hours, including after school.

We are also in the process of implementing a STEM Center for the 21-22 school year. The STEM Center will follow a model similar to the RHS Writing Center, where student tutors are trained to support students with meeting key learning goals in their STEM courses. The STEM tutors will be available to go into classrooms in order to support student learning through differentiation (i.e., facilitating different centers). Students will also have opportunities to go to the STEM center to receive individualized support, including both intervention and enrichment.

Student Guidance and Support Services:

<u>Current Services and Programs</u> –

In our current setting, Revere High School guidance counselors are located in one centrally located office on the second floor of the high school. There is a large common meeting space and offices located off of that. We are in the process of reorganizing counselor caseloads and hiring additional staff to meet the needs of our school. One guidance counselor and one External Learning Opportunities/College and Career counselor will be hired for the 21-22 school year. More specifically, for next school year, we'll have six guidance counselors who have caseloads that are split alphabetically over grades 9-12. In addition, we have two counselors who will be splitting the English Learner (EL) students in grades 9-12. The seven social workers are scattered around the current building. Their practice is often with individual students but regularly includes group counseling sessions (5-10 students). Currently, the social workers facilitate group counseling sessions in small office spaces several times each week. Due to space constraints, the counseling team won't fit into its current space in 2021-2022. The additional staff hired will be scattered around the building. The External Learning Opportunities/College and Career Counseling team consists of three professionals going into next year. These counselors do not have a direct service caseload of students. Their role oversees early college programming, dual enrollment partnerships, student internships and

college and career curriculum planning for cohorts of students. Their offices are also scattered amongst the building. While the individual student academic, social, and emotional counseling sessions most often occur in office space, the larger group college and career curriculum does not have a consistent location for its delivery. Current college rep visits and career events occur in the Learning Commons.

Proposed Changes – Ensure that there is space in a student support services office to accommodate all school guidance counselors and social workers. The proposed space would encourage collegiality and communication amongst the faculty whose roles often overlap as they support students. The new space would invite students into a supportive environment that focuses on their individual academic, social and emotional needs. The proposed space would have individual offices for each counselor and social worker, a working space for students and an additional area for group presentations to take place. The proposed college and career center would be separate from the student support services offices. While much of a school counselor and ELO College and Career coordinator's role overlaps, the programming is varied. The proposed college and career center would have three individual coordinator offices with additional space for college/career presentations, computer workspace for individuals and groups of students, meeting space for outside partners. It is a resource center for college research, future planning, early college, workforce development, financial aid, internships and special programming.

- *Design Response to be provided at PSR submission*

E. TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

The majority of Revere High School classrooms have been assigned without any long term or building-wide strategy. Although there was a ninth grade area originally defined when the Academy program began, it has since been moved (increase in students) and has also seen individual rooms being used out of scheduling necessity. New teachers take on the majority of room traveling. Common faculty areas are limited to a teacher room on each floor. With the exception of the Learning Commons, there are no designated common planning or professional development spaces in the school. Classrooms and the cafeteria are used for the majority of standardized testing and faculty professional development and collaboration.,

Proposed Changes: The new RHS will have more flexible classrooms that are utilized for a variety educational purposes. Teaching planning will be in professional settings that are separate from and connect to teaching and learning spaces. Learning spaces will not be defined within the traditional notion of the classroom.

Existing Professional Development Practices: Professional development has been facilitated equally on a district and building level. Professional Learning Groups have been in place over

almost 10 years. Originally resourced and supported through the Nellie Mae partnership, they are now provisioned (stipends and training) by The Central Office. During their time, they have been used for a variety of purposes. Over the past three years, they have been used to support CBL and Restorative Justice (RJ) practices. During the 2020-2021 year they have also been used for course-alike planning to support teachers through the tumultuous year.

Proposed Changes: Along with the now common faculty PLG and PD practices, we envision a school where students become more integral to the planning process. Community Advisory Committees support the shared decision making, transparency, and dual teaching and learning opportunities offered. Vibrant Research Practice Partnerships (RPP) with local universities contribute to lifelong learning as well as providing a research approach and lens to the ethos of the school.

- *Design Response to be provided at PSR submission*

F. Pre-Kindergarten

Not Applicable to Revere High School

F. Kindergarten

Not Applicable to Revere High School

G. FOOD SERVICE PROGRAMS

Program Delivery: Aramark provides food service for Revere High School. All lunches are made at the high school. The school has a full service kitchen for grades and a 500 person capacity cafeteria. Breakfast is available to all students from 7:00 am to 7:55 am. There are two breakfast carts along with the service in the cafeteria. Lunch is served daily in four 25 minute sessions. Students are also able to eat their lunch outside when weather is permissible.

Proposed Changes: The current space does not adequately accommodate all the students scheduled for lunch so many students opt to not eat and instead walk around the first floor and the Learning Common. We wish to expand eating and socializing areas that can also provide collaborative and individual space. Our plan is to move away from one central eating location to more flexible, smaller, areas in and around that building that can be used to both eat and gather.

Ø Design Response to be provided at PSR submission

H. TECHNOLOGY POLICIES/PROGRAM REQUIREMENTS

Existing Educational Technology: RHS teachers and administrators believe that excellence in education requires a seamless integration of technology into the curriculum and instruction and that Chromebooks constitute an innovative and powerful tool to increase students' access to technology and prepare them for college and the 21st century workplace. Each student is provided a Chromebook.

Proposed Educational Objectives: RHS will continue to provide its students and faculty with an individual chromebook, and an array of software applications to support teaching and learning in an array of mediums and formats. An IT/Support center will be needed for technology provisions and service. Included in this would be an area to help facilitate student ID's.

Ø Design Response to be provided at PSR submission

Media Center/Library:

Current Programs and Delivery: The RHS Learning Common was converted from a traditional Library in 2013. Today the Learning Common is the de facto Hub of the school. Students are able to access it, with few exceptions, throughout the day. Along with the Writing Center and newly implemented STEM Center, the Learning Common also houses Credit Recovery programming, a standalone computer lab, and a studio initially designed as a cable/recording classroom and now used as an English class. Students who are engaging in internships use the Learning Common as a central meeting spot. There are three glass enclosed meeting spaces, and a variety of places throughout the Learning Common for students to comfortably sit and work.

Current Staffing: There are numerous faculty members who reside in the Learning Common including due to the lack of space in the school. The Learning Common itself is staffed by one full time Media Specialist and a part time aid.

Current Hours/Scheduling: The Learning Common is open at 7:15 in the morning and closes at 4. Apart from faculty meetings and testing, it is open to students to access the support programming within and provides an alternative to the cafeteria for students (after they ate) during lunch.

Proposed Changes: Our current Learning Common has been refurbished and re-designed as best as possible. It is however, much too small and was not designed in a way that allows for a

natural flow of students and programs. (only one student entrance/exit) We envision a true Hub of the school that physically connects to other areas of the campus and better facilitates robust our programing. We would also like to utilize the Learning Common for performances, talks, presentations, and other school and community events.

Ø Design Response to be provided at PSR submission

I. VISUAL ARTS PROGRAMS

Curriculum Delivery, Enrollment and Periods/Cycle –our art classes include a variety of courses from computer-based design courses (like Photoshop) to painting, drawing, and sculpture. These courses are typically quarter or semester and are all student centered as students focus on creating via the given medium. These electives are extremely popular with each of the four teachers averaging 90-120 students per quarter. The current art rooms each include tables, large cabinets for art storage, and a rear storage closet for additional materials storage. Each room also has a SMART board at the front of the room.

Proposed Changes –Art studios should be equipped with flexible spacing to accommodate all of the artistic modes (visual arts, sculpture, etc). They should also include ample space for proper storage of materials. There should be spaces throughout the building where students can display their work for the enjoyment of the school and community at large.

Ø Design Response to be provided at PSR submission

J. PERFORMING ARTS PROGRAMS

Curriculum Delivery, Enrollment and Periods/Cycle – We currently have electives in both music and theater arts. Current music courses include piano and guitar. Current theater courses include: musical theater, playwriting and Introductory Theatre Arts courses. There is one music teacher and two theater teachers. For the theater/music teachers, there is currently a large practice room that includes a piano and tiered seating space. The upper level of each side of the room contains smaller practice rooms (x2), a large music storage closet, and a teacher office. The band room is at the end of a hallway that has 2 practice rooms. The set up of that room is similar to the other music room, you descend the stairs into a tiered performance space. There are additional practice rooms (x2) and a teacher office.

Proposed Changes –Music rooms should include space for individual practice (or separate practice rooms). The theater teachers should have large classrooms set up for students to practice performance (in addition to the auditorium). We hope to have a modern theater

complete with seating capacity for projected student populations, a workshop for making sets and costumes, dressing rooms, a lighting control room/area and an orchestra pit.

Ø *Design Response to be provided at PSR submission*

K. PHYSICAL EDUCATION PROGRAMS

Curriculum Delivery, Enrollment and Periods/Cycle –Teacher/Co-Teacher led instruction with teacher and student leader modeling. Students learn a variety of motor skills including hand eye coordination, catching, throwing, running, evading, individual and team sports, weight training, cardiovascular and lifetime activities. Students work individually, in pairs, and in small and large group activities which include team sports, exercises, and lifetime leisure activities. All sports and activities require varying amounts of space. Classes are mandatory for all freshman and sophomore students with elective options for junior and senior students. The average class size is 35 students. Classes meet every day for 88 minutes for one quarter per school year.

Proposed Changes –Add additional elective options (Individual and group) to offer a more diverse program. Additional electives will help to lessen class sizes and provide more opportunities for movement and lifetime fitness activities such as racquet sports, bicycling, and individual fitness. Integrate an adaptive PE program with designed spaces for possible individualized instruction with specialized equipment where needed. Add additional storage areas for physical education equipment and specialized adaptive physical education equipment. Expand on current health program to include wellness activities (yoga, dance, meditation, and relaxation exercises and techniques) which will also require space and coordination with existing programs to maximize benefits and engage more students.

Ø *Design Response to be provided at PSR submission*

L. SPECIAL EDUCATION PROGRAMS

Revere High School currently serves approximately 300 students with disabilities through Individual Education Plans or 504 Plans. Programming includes a continuum of service options from full inclusion to substantially separate settings. Our co-taught classrooms have two teachers (one special education and one general education teacher) in ELA and math classes for grades 9-12.

In addition to the number of classrooms that are required by the department, there are some programs that have specific needs. Each will be addressed below:

Current Programs, Descriptions, Enrollments, Needs/Changes–

Substantially Separate (Small Learning Groups.) a.k.a Concepts

Description - Our SLG classes provide specialized instruction in content specific courses based on grade-level appropriate standards to students with disabilities. Class sizes max out at twelve students, one teacher and one paraprofessional.

Currently - 5 full size & 2 half classrooms

Proposed Changes - Classroom curriculum will align with proposed changes outlined in the general education sections above. Classrooms will be large enough to allow for a variety of grouping configurations for twelve students, one teacher and one or two paraprofessionals. Classrooms will be comparable to their general education counterparts in respective to furniture, equipment and materials. We are estimate a need for 7 full size + 2 science)

Life Skills Program (incl. Post Grad)

Description - Substantially-separate intensive needs program for students with significant disabilities. The program focuses on functional academics, vocational skills and adult daily living skills. Class sizes max out at twelve students, one teacher and three paraprofessionals.

Currently – 1 full size and 2 half size classroom/labs

Proposed Changes - Deepen the vocational and adult daily living skills programming by providing classrooms with kitchens, living labs and related materials. Classrooms will be large enough to allow for a variety of grouping configurations for twelve students, one teacher and three paraprofessionals. We estimate a need for 3 Life Skills labs and quiet/sensory room with each

Occupational/Physical Therapy

Description - Related services for students with disabilities. Group sizes max at six students, one therapist and one paraprofessional.

Currently – 1 half classroom and 1 office

Proposed Changes - Create a related services center for Occupational, Physical and Speech Therapy. Space will be large enough for group sizes of six students, one therapist and one paraprofessional and house updated equipment and materials. An Adaptive PE space is needed for group activities, like basketball, that should be open and connected an inclusive space with other PE courts.

Speech/Language Therapy

Description - Related services for students with disabilities. Group sizes max at six students, one therapist and one paraprofessional.

Currently – 1 office for two, therapy occurs in conference spaces

Proposed Changes - Create a related services center for Occupational, Physical and Speech Therapy. Space will be large enough for group sizes of six students, one therapist and one paraprofessional and house updated equipment and materials.

Adaptive Physical Education

Description - Adapted or modified physical education program designed to meet the gross motor or other disability-related needs of students with disabilities.

Currently – Not offered

Proposed Changes - The Adaptive Physical Education teacher will work collaboratively with a general education teacher to provide adapted or modified physical education programming to students with disabilities in an inclusion, co-taught setting. The Adaptive Physical Education teacher should have access to a designated safe space where specialized instruction can occur and access to modified physical education equipment if needed.

Coast Collaborative –

Description - Coast Collaborative is a self-contained emotional support program running within the high school. The program is designed to support students struggling with social/emotional needs and improve the progress/graduation rates of these students.

Currently – Coast Collaborative's space consists of 20 computer stations, teacher's desk, an office for the School Adjustment Counselor to provide individual counseling sessions and a bathroom. Coast Collaborative also has a private exterior entrance and exit. Curriculum is delivered through an on-line platform, APEX, and supported by a special education teacher and paraprofessional.

Proposed Changes - Expand the capacity of Coast Collaborative by increasing the space to include 30 computer stations, two teacher desks, office for the School Adjustment Counselor and a meeting space for group sessions of 8-10 students. Coast Collaborative will continue to be a self-contained programming requiring its own exterior entrance and exit as well as bathroom facilities.

Evaluation Team Leaders –

Description - Evaluation Team Leaders (ETLs) are responsible for conducting evaluations and Team meetings to determine a student's eligibility for special education services.

Currently – The high school currently houses two ETLs. One working with RHS students and the other with students placed in out-of-district programs.

Proposed Changes - Expand capacity to conduct special education evaluations and provide behavioral health services to students by adding a school psychologist and Board Certified Behavior Analyst (BCBA) to the high school staff. The ETLs, school psychologist and BCBA require office space and testing rooms. Ideally, each evaluator would have a small office to allow them to test in their room where all the materials are located. With over 300 Team meetings held regularly during the year, private meeting room space is critical.

Special Education Offices –

Description - Office of Special Education houses special education administrators and administrative staff as well as students' records.

Currently – Special Education Office consists of two directors' offices with conference space, two administrative clerks and one business office clerk.

Proposed Changes - The Special Education Office must be a locked room as it contains confidential files. Office space should be large enough to accommodate two directors' offices with conference space, two or three administrative clerks and one business office clerk as well as over 1,300 student special education files.

Previous Coordinated Review (date, issues & status)

- 7/23/2019 - Summary of Compliance Criteria Ratings

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
Implemented	SE 15, SE 32, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 10A, CR 10B, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 25

Partially Implemented		CR 16, CR 24
Not Implemented		

- CR 16 and CR 24 - Resolved 1/15/20

Ø Design Response to be provided at PSR submission

M. VOCATIONAL EDUCATION PROGRAMS

NON-CHAPTER 74 PROGRAMMING

Current Program Descriptions and Delivery –

Architecture/Engineering: RHS offers classes in Engineering and Architecture. Each has been designed to provide an introduction into the subject and career.

Business/Accounting: RHS offers three separate classes, Accounting, Business Law, and Intro to Business. These three all cover the Financial Literacy requirement of the school

Computer Science: RHS offers robust computer science programming including Advanced Computer Applications, Computer Science Essentials, AP Computer Science A, AP Computer Science Principles

Digital Photography: This course will introduce students to the basics of digital photography, focusing on the use of Photoshop tools and techniques to enhance or alter their photos. Other Mac applications like Photo-Booth, iMovie, iPhoto and Garage Band will also be introduced.

Students will be required to reach a high level of craftsmanship, maintain a sketchbook of ideas, notes, and vocabulary, and participate in class critiques

Graphics: This course will introduce Adobe Photoshop, Illustrator, and Dreamweaver for commercial art. Practical assignments will use the principles of design. Projects include logo design, business card design, brochures, map making, and web-site design. Students will be required to reach a high level of craftsmanship, maintain a sketchbook of ideas, notes, and vocabulary, digital portfolio, and participate in class critiques.

JROTC: The Army Junior Reserve Officer Training Corps (JROTC) department at Revere High School is comprised of one Senior Army Instructor and two Army Instructor to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The program's focus is reflected in its mission statement "To Motivate Young People to be Better Citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. This program's design focuses on the development of better citizens by building skills in leadership, personal growth and behaviors, citizenship, decision making, health and fitness, first aid, team building, service learning, and geography; all within a student-centered learning environment. The JROTC program is a cooperative effort between the Army and the host school. These courses include classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Though JROTC is an acronym it has transcended its original name; therefore, it will henceforth be referred to as JROTC, A Character and Leadership Development Program.

Maker Space(s): The RHS Makerspace will support intrinsic student motivation and self-directed learning, while engaging students in significant content by allowing for connections to curriculum. The Makerspace will reinforce or introduce to students the components of all RHS STEM pathways. A Maker Space may also serve as a pull-out component for the 9th Grade Academy.

Marketing: This course for juniors is an overview of the important role that marketing plays in our daily lives and in the economic system. Topics to be covered include planning, target markets, marketing strategies, understanding customers, distribution and promotion. The course work will allow students to create a marketing plan for a product or idea they would like to implement. Upon completion of the course, students will have a basic understanding of marketing principles. Open to juniors and seniors. Covers the financial literacy requirement.

Video Production: Media is a powerful tool that influences our understanding of the world and the way the world functions. It affects how we perceive others and ourselves. Media culture

permeates the fabric of our daily lives. This course will ask students to critically examine and analyze media that they find in the world around them. Through in-class screenings, interactive media projects, and discussions, this course will help students make sense of their media environments, as well as develop a critical approach to understanding and creating media. Students will use Adobe Premiere and Adobe after Effects to edit videos.

Proposed/Continued Programs –

All current programs will continue and three new ones are being developed:

Clean Energy/Sustainability (in development) - Environmentally literate and focused students are necessary if we are to take on stewardship of our community and planet. A pathway focused on Clean and Sustainable Energy will provide a science-based lens to an understanding of contemporary issues, and supporting our capacity to address them. This pathway will focus on traditional renewable energies geothermal, wind, hydroelectric and solar power, as well as exploring possible next generation energy forms. Appropriate classroom and lab will be necessary.

Hospitality (in development) – Just outside the city of Boston, The City of Revere is located in and around an area of high hospitality needs. Working with the local business community, Hospitality has been identified as the most significant work force area of need and opportunity. Our Hospitality programming will focus on supporting, and preparing students for career opportunities in the operations and management of the service industry. Specifically, an operational food program, usable by the community that reflects the local cuisine, will be run and staffed by students. A full kitchen and dining area would be needed to fully support this program.

Aquaculture/Marine (in development) – Revere's history has always been connected to our famous beach (first public beach in the United States), vast marshlands, and the ocean we are fortunate to abut. In conjunction with local partnerships, we hope to continue our exploration and celebration of these natural resources through a robust Aquaculture/Marine science programming. Aquaculture is the scientific study of the production, culture and harvest of plants, animals, and other organisms that live in a water environment. This program will include detailed studies of the history of (both local and general), process and commercial aspects of aquaculture in a hands-on approach. Lab/classroom needs will include hydroponics set-ups, and labs with appropriate technology and floor drains.

- *Design Response to be provided at PSR submission*

CHAPTER 74 PROGRAMMING:

Not Applicable – there are no current or planned Chapter 74 or Perkins Grant programs for Revere High School

N. TRANSPORTATION POLICIES

Current Services: Students throughout the district are afforded free transportation via the district school buses every morning and every afternoon. RHS has also provided a late bus for students staying after school. Athletics also utilize buses in from the Transportation office of the Revere Public School

Proposed Changes: We will continue to provide timely and safe transportation to all of the RHS students throughout the city.

Ø *Design Response to be provided at PSR submission*

O. FUNCTIONAL AND SPATIAL RELATIONSHIPS

Describe Educational Adjacencies –

For our new school, we are very interested in designing a school in which the spatial relationships of the campus support and enhance the learning experiences of the community; a school in which the building inspires thinking and learning. Our vision is for Revere High School to provide a truly welcoming and inviting home that provides a seamless and open flow of teaching and learning spaces including - a center or heart of the school, clustering of learning spaces for push in supports, a green and sustainable environment, and strong sense of community and local history. Multiple large, flexible group instruction spaces that can be used for combined classes, presentations, lectures, seminar, faculty meetings, and parent meetings. These could be various-sized spaces that can be split up or combined (with movable walls) to better suit the needs of the various users

- Administration is to be located with good control/visibility of the main entrance
- The Entrance should open to the caf/commons to form a social center and 'main street' within the school, connecting the major community use spaces, tech labs, outdoor learning and more'
- The Health & Wellness spaces along this spine should connect to outdoor paths and play fields, just as the Performing Arts will connect to outdoor gathering.
- Academic wings will consist of a distinct freshman wing and all wings are intended to be scaled into a pattern of smaller learning neighborhoods, integrating classrooms, labs, special education, EL and teacher planning rooms.

- Access to daylight, views and outdoor spaces throughout the school is anticipated to help foster a vibrant, warm and welcoming environment

- There is also a desire to connect visually to upper floors within the commons to create a whole school feel and connectivity.

- Some programs, such as the Central Offices, Coast Collaborative, and the MGH Health Center require independent access while also connecting internally.

Ø Design Response to be provided at PSR submission

Describe Site/Outdoor Adjacencies –

Integral to our planning is including outdoor, non-traditional classroom space as essential parts of our campus. Providing connectivity, walkways, paths, outdoor classrooms, amphitheater/performance areas, and a genuine natural environment that can replenish the spirit and help address some of the nature deficiency inherent in an urban community.

Ø Design Response to be provided at PSR submission

Q. SECURITY AND VISUAL ACCESS REQUIREMENTS

Revere High School's priority is to ensure that all of our community members are safe and secure. Finding the delicate balance between ensuring a safe and secure school environment while avoiding a lockdown, overly restrictive campus is an important goal for RHS. We presently have two entrances where students and faculty can enter the building until 7:50. Both entrances are manned by security personnel. After 7:50, anyone who wishes to enter the school must do so though the main entrance where adult visitors must check in through the Lobby Guard security program. All doors are locked and locally alarmed. There is an extensive security camera system that is used primarily in investigation of incidents.

Describe the Local Process for Collab/Coord/Review of Emergency Response Plans –

Revere High School and the Revere Public School system has a longstanding partnership with both the Revere Police and Fire Departments to ensure safe emergency preparedness, efficient communication, and response planning. Each fall, district practice mandates that each principal submits an Emergency Medical Response plan to the Assistant Superintendent of Personnel and Pupil Services. Revere High School submits our Emergency Medical Response plan annually. These plans are communicated with both the Revere Police Department and Revere Fire Department. The plan includes members of the RHS Emergency Response Team (ERT), types of responses/commands to an emergency situation, ERT roles and responsibilities, building evacuation plans, building maps, list of staff trained in CPR and basic first aid, chain of response,

lists of both students and staff, and communication lines for all pertinent staff members. As a Revere High School leadership team, we have conducted multiple enhanced fire and security drills with both the Revere Fire Department (RFD) and Revere Police Department (RPD). Evacuation locations and procedures are communicated with the RFD and RPD in advance of such drills. For each drill or situation, the RHS Leadership Team meets with leaders from the RFD and/or RPD to identify areas of strength, as well as those in need of improvement. Leaders from these departments communicate corrective action to our existing plan at these debrief meetings. Any change made to the plan is communicated with our staff in a timely manner to ensure future preparedness for emergency situations or drills. RFD and RPD leaders then conduct a debrief meeting with the Assistant Superintendent of schools to review performance of our school, as well as any prescribed corrective actions to our existing plan. Along with the prescribed number of evacuation drills, our collaboration includes continuous discussions on how to address evolving community needs and concerns.

Date of Most Recent Medical Emergency Response Plan Submitted to the DESE –

Last submitted to DESE on August 30, 2018

Description of Physical and Operational Requirements –

As referenced earlier, our goal is to find a delicate balance where we can have an open, "campus" feel, while ensuring a safe and secure school environment. Entry and exit ways should be inviting, with ample space for members of the community and our security/translators who welcome families to the complex. Our main office should be centrally-located, visible, and accessible. We have a school-based School Resource Officer (SRO) and our vision is to have the SRO office be open and inviting, with ample windows for students to view our officer as part of our school community. Any security cameras should be discrete and not overtly visible to members of the school community. Social workers and guidance counselor offices should be open and inviting, with ample windows. These windows, along with the aforementioned SRO's windows, should have the capability to be shaded for privacy and confidentiality purposes when circumstances dictate that this is necessary.

Ø *Design Response to be provided at PSR submission*

R. OTHER PROGRAMS

Current Program Descriptions and Delivery –

Student Activities: All of the student clubs and activities are housed within teacher classrooms at Revere High School with the exception of the Rock Ensemble which meets and practices in the Music Studio.

Dual Enrollment/NSCC:Revere High School is committed to offering increasing numbers of dual enrollment opportunities where students earn high school and college credit as part of the CDEP program. The Commonwealth Dual Enrollment Partnership (CDEP) provides opportunities for Massachusetts high school students to take college-level courses at a discounted price*and earn credit toward high school completion and their future college degrees. CDEP eases the transition from high school to college, allows students to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified students who otherwise may not have access to an early college experience. The ultimate goal of CDEP is to increase the population of high school graduates who are college ready.

MGH Health Center: The MGH Revere School Based Health Center (SBHC) is a fully functioning health center located inside Revere High School. The purpose of School Based Health Centers is to provide care for students where they are, providing easy access, and keeping them healthy so they can perform well in school. We offer a wide range of services for students only, which include:

- Sports physicals
- Immunizations
- Sick visits
- Reproductive care (pregnancy/STI prevention, testing, counseling)
- Mental health services
- Nutrition counseling
- Acupuncture (1x/week for 6 weeks sessions)
- Assistance with substance abuse
- Referrals for other health services

Credit Union: Revere Municipal Employees Federal Credit Union has a branch office at Revere High School to help students and staff with their financial needs. It is generally open every school day from 11:00 to 3:00. We also sponsor an ATM for both members and non-members to be able to have access to cash when our office is closed. Our primary goal is to work with young adults and try to educate them about financial literacy. The Credit Union also provides resources and supports to many of the school's functions and events. We hope to establish more financial literacy collaborations with the Credit Union in the future.

District Administration: Revere High School currently houses several district administration offices including Central office, the Business Office, and the Office of Special Education. Due to the confidential nature of the conversations held at this level, we would need 10 small office

spaces. Additionally, we would need space for 17 folks who do not require individual spaces for confidentiality.

Ø Design Response to be provided at PSR submission

TYPICAL DAY/WEEK IN THE LIFE OF A STUDENT

Being a high school student in an urban school can be a challenging and rewarding experience. Challenging because of the multiple adversities that one has to overcome while acclimatizing to the cultural fabric of the school and community. Different cultures, different languages, different routines, different people, and different subjects for students to learn and be familiar with oftentimes can make them feel overwhelmed, especially those students who were not born and raised in this country. On the other hand, student experience can be equally rewarding because there is so much they get exposed to, learn from and share with their fellow students, teachers, and residents of Revere and its multicultural and diverse public schools. These tales of two contrasting realities make our diverse students strong and resilient, as they navigate an increasingly diversified, challenging, and competitive world.

Here is a snapshot of the life of a typical Revere High School student:

- Students arrive in school
- Breakfast
- Students start their first period
- Students start their second period
- Students start their third period
    - Lunch is within period three.
- Students start their fourth period
- School dismissal – the majority of students leave while others stay for extra-academic support and extracurricular activities.

In addition, it is important to recognize that students participate in internship opportunities, dual-enrollment classes, community service, sports, and other recreational activities. It is important to recognize that no one student is the same. We are mindful about the fact that students have distinct characteristics that make them unique throughout their academic pursuits. The school offers different venues and supports to help students overcome their individual needs.

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LEGAL NOTICE

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REVERE PUBLIC SCHOOLS

Public Hearing

Notice is hereby given in accordance with the provisions of Section 38N of Chapter 71 of the Massachusetts General Laws, that the Revere School Committee will conduct a public hearing on Tuesday, June 15, 2021, at 6:00 p.m. in the Emmanuel M. Ferrante School Committee Room, located on the first floor of the Revere High School, 101 School Street, relative to the Revere Public Schools proposed Fiscal Year 2021-2022 School Operating Budget. All interested persons will be given the opportunity to be heard for or against the whole or any part of the proposed budget.

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Proposed Space Summary v3

Date: 6/9/2021 Enter Submittal

Revere High School	Existing Conditions			PROPOSED Total				MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals		ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			0			123,040	+7ksf			115,990	
(List classrooms of different sizes separately)											
Classroom - General				900	58	52,200		850	83	70,550	825 SF min - 950 SF max
Classroom - Freshman				850	19	16,150					
Flexible Learing (corridor pull-out w/ evey 4 CRs)				50	19	950					
Teacher Planning				100	77	7,700		100	83	8,300	
Small Group Seminar (EL CRs w/ 15 seat avg)				600	19	11,400	EL-CRs	500	5	2,500	
Science (8bio,4chm,5phy,1btec,1hith,1rob,1sust)				1,440	21	30,240		1,440	21	30,240	3 x85% ut=20 Seats-1 per /day/student
Prep Room				200	21	4,200		200	21	4,200	
Central Chemical Storage Rm				200	1	200		200	1	200	
SPECIAL EDUCATION			0			23,270	-1ksf			24,170	
(List classrooms of different sizes separately)											
Self-Contained SPED (SLGs/Concepts)				900	7	6,300		950	17	16,150	825-950 SF equal to surrounding classrooms
Self-Contained SPED Toilet				60	7	420		60	17	1,020	
Resource Room				450	0	0		500	7	3,500	1/2 size Genl. Clrm.
Small Group Room (OT/PT)				450	1	450		500	7	3,500	1/2 size Genl. Clrm.
Coast Collab (2 desks, 30 comp, sep entrance)				900	1	900					
Concepts Science				1,440	2	2,880					
Life Skills Labs				1,440	3	4,320					
Adaptive PE (co-locate w/ Gym)				3,000	1	3,000					
Sensory/Quiet (w/ each L.S. & 1 Concepts)				100	4	400					
Speech				150	2	300					
ETLs				150	2	300					
Psych				150	1	150					
Testing				50	2	100					
IEP Conference				300	2	600					
						0					
Special Educ Dir				150	2	300					
Business Office				150	1	150					
Special Educ Work (w/ 3 secr)				450	1	450					
Files (7 years/fireproof)				450	1	450					
Confernce				300	1	300					
						0					
Student Support Center				450	1	450					
Social Workers				150	7	1,050					
ART & MUSIC			0			11,350				11,350	
Art Classroom (digital photo/graph w/ voc/tech)				1,200	4	4,800		1,200	5	6,000	Assumed use - 25% Population - 5 times/week
Art Workroom w/ Storage & kiln				150	4	600		150	5	750	
Band - 50 - 100 seats				1,500	1	1,500		1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Chorus - 50 - 100 seats				1,500	1	1,500		1,500	1	1,500	
Ensemble				200	1	200		200	1	200	
Music Practice				75	12	900		75	12	900	
Music Storage				500	1	500		500	1	500	
Theater				1,200	1	1,200					
Changing				150	1	150					
VOCATIONS & TECHNOLOGY			0			24,480				24,480	
Technology/Engineering Rooms					17			1,440	17	24,480	2,000 SF
- Business/Accounting/Law				900	2	1,800					
- Computer Science (incl. digital lit)				1,000	3	3,000					
- Digital Studio (incl. graphics)				1,000	2	2,000					
- Marketing				1,000	1	1,000					
- Video Production/Studio Suite				2,000	1	2,000					
- Architecture/Engineering				1,440	1	1,440					
- Hospitality (kitchen)				1,440	1	1,440					
- Hospitality (CR/restaurant)				1,440	1	1,440					
- Marine Sci/Aquaculture				1,440	1	1,440					
- Maker Space (locate near Fine Arts & Stage)				1,440	1	1,440					
- JROTC classrms 2 for 151, 3 for 251 (288 cap)				900	3	2,700					
- JROTC staff/operations				480	1	480					
- JROTC changing				40	5	200					
- JROTC shop				300	1	300					
- JROTC storage (4sf/cadet)				800	1	800					
- JROTC drills (locate as MP room adj to gym)				3,000	1	3,000					
HEALTH & PHYSICAL EDUCATION			0			32,920	+3ksf			29,920	Excess PE Spaces Policy
Gymnasium (not incl. Adaptive sta.)				3,000	5	15,000		12,000	1	12,000	
PE Alternatives				3,000	1	3,000		3,000	1	3,000	
Gym Storeroom				1,800	1	1,800		300	1	300	
Locker Rooms - Boys / Girls w/ Toilets				6,000	2	12,000		13,720	1	13,720	5.6 sf/student total
Phys. Ed. Storage				500	1	500		500	1	500	
Athletic Director's Office				150	1	150		150	1	150	
Health Instructor's Office w/ Shower & Toilet				235	2	470		250	1	250	
MEDIA CENTER			0			15,213				15,213	
Media Center / Reading Room								15,213	1	15,213	
Computer Lab											
STEM & Writing Centers											
DE & Credit Recovery Stations											
4 Meeting Rooms											
AUDITORIUM / DRAMA			0			13,300	+3ksf			10,400	Excess Auditorium Spaces Policy
Auditorium (defaults to 750, but 1000max seats)				10,000	1	10,000		7,500	1	7,500	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage				2,000	1	2,000		1,600	1	1,600	
Auditorium Storage (co-loc Maker Space here)				500	1	500		500	1	500	
Make-up / Dressing Rooms				300	2	600		300	2	600	
Controls / Lighting / Projection				200	1	200		200	1	200	
DINING & FOOD SERVICE			0			18,226				18,226	
Cafeteria / Student Lounge / Break-out					0	0		12,250	1	12,250	3 seatings - 15SF per seat
Chair / Table Storage					0	0		763	1	763	
Scramble Serving Area					0	0		600	1	600	
Kitchen					0	0		3,750	1	3,750	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room					0	0		863	1	863	20 SF/Occupant

Proposed Space Summary v3

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ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals		ROOM NFA[1]	# OF RMS	area totals	Comments
MEDICAL			0			1,910				1,910	
ADMINISTRATION & GUIDANCE			0			9,100	+1ksf			8,014	
General Office / Waiting / Toilet / Kitch (2 admin)				800	1	800		1,225	1	1,225	
Teachers' Mail and Time Room (w/ copy ctr)				50	4	200		100	1	100	DOES NOT SCALE W/ ENROLLMENT
Duplicating Room (copy center)				450	1	450		200	1	200	DOES NOT SCALE W/ ENROLLMENT
Records Room				200	1	200		200	1	200	DOES NOT SCALE W/ ENROLLMENT
Principal's Office w/ Conference Area				350	1	350		375	1	375	DOES NOT SCALE W/ ENROLLMENT
Principal's Secretary / Waiting				within main office				125	1	125	DOES NOT SCALE W/ ENROLLMENT
Deputy Principal's Office				150	1	150		150	1	150	DOES NOT SCALE W/ ENROLLMENT
Assistant Principal's Office				150	5	750		150	4	600	
AP Admin/Waiting				200	5	1,000					
Supervisory / Spare Office				additional AP above				120	1	120	DOES NOT SCALE W/ ENROLLMENT
Conference Room (for 10-12)				200	6	1,200		450	1	450	DOES NOT SCALE W/ ENROLLMENT
Guidance Office (1 dir, 9 guid, 3 career)				150	13	1,950		150	13	1,950	
Guidance Waiting Room				250	1	250		100	1	100	DOES NOT SCALE W/ ENROLLMENT
Guidance Storeroom				200	1	200		100	1	100	DOES NOT SCALE W/ ENROLLMENT
Career Center (not sep. pres space)				800	1	800		763	1	763	
Records Room				200	1	200		331	1	331	
Teachers' Work Room				200	3	600		1,225	1	1,225	
CUSTODIAL & MAINTENANCE			0			3,463				3,463	
OTHER			0			11,950	+12ksf			0	
SRO/Security				300	1	300					
Parent Info Center				400	1	400					
Student IT/ID Support				200	2	400					
School Store & Credit Union				450	2	900					
Community Health Center				1,500	1	1,500					
Second Hand Clothing				300	1	300					
Athletic Trainer				450	1	450					
Internships (20 comps, 3 offices, 1 conf)				1,200	1	1,200					
District Administration Offices							6,500				
- Superintendent's Office				350	1	350					
- Buildings/Grounds Office				150	1	150					
- Asst Superintendents				150	3	450					
- Admin Support (3 for Supt, 1 for B&G)				350	1	350					
- Director's (STEM, Hum, EL/WL, Title-1, Guid)				150	7	1,050					
- HR & Communications				200	2	400					
- Director's Admin Support (1 or 2)				200	1	200					
- Busn/Finance Office				200	1	200					
- Payroll (space for 8 or 9 cubicles)				600	1	600					
- Transportation Office & Admin Support				200	2	400					
- IT Managers (2 staff w/ storage, adj to MDF)				300	1	300					
- Technology Office				150	1	150					
- Conference for 25				450	1	450					
- SC Meeting/Conference for 50				900	1	900					
- Broadcasting Room				150	1	150					
- Shared Lunch room				300	1	300					
- Storage Closets				20	5	100					
- toilet rooms				incl. within grossing factor							
Total Building Net Floor Area (NFA)			0			288,222	+25ksf			263,134	
Proposed Student Capacity / Enrollment						2,450				2,450	157
NON-PROGRAMMED SPACES					% of GFA	0					
Other Occupied Rooms (list separately)					0%						Non-Programmed space areas are required to be included in the following submittals:
					0%						Schematic Design Submittal
					0%						Design Development Submittal
					0%						60% Construction Documents
Unoccupied MEP/FP Spaces					0%						90% Construction Documents
Unoccupied Closets, Supply Rooms & Storage					0%						Final Construction Documents
Toilet Rooms					0%						
Circulation (corridors, stairs, ramps & elevators)					0%						
Remaining~					0%						
Total Building Gross Floor Area (GFA)~						432,333	+37k			394,701	
Grossing factor (GFA/NFA)			#DIV/0!			1.50				1.50	override