

**Revere School Committee Meeting Agenda**  
**January 18, 2022**

A Regular Meeting of the Revere School Committee will be held on **January 18, 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/87149694475?pwd=QWpoeUE16VGxTTHRERzR6ZU9PSDZlZz09>

Passcode: Gz8FR6

Watch on Revere School Committee YouTube

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

**REGULAR MEETING:**

1. Pledge of Allegiance/Call to Order
2. Recognition
3. Consent Calendar (vote required)
4. Student Representative Report
5. Public Speak
6. Superintendent Report
  - a. Lincoln School – “Deeper Learning and Building Thinking Classrooms at the Lincoln” by Lincoln School Principal Ms. Sara Hoomis
  - b. Paul Revere School – ‘The Innocent Classroom: Anti-Racism Training at Paul Revere School’ by Paul Revere School Principal Ms. Donna Bonarrigo
  - c. Parent Information Center – “The Parent Information Center – Foundation and Future” by Parent Information Center Coordinator Mr. Shane Johnson
  - d. New Revere High School
7. HEARINGS (none)
8. Report of the Sub-Committees
9. Motions
  - a. Motion to encumber \$21,000 for Invoice #14, for Leftfield LLC, for December 2021 Professional Services
  - b. Motion to approve payment of Invoice #14 for Leftfield LLC, for December 2021 Professional Services
  - c. Motion to encumber \$21,105 for Invoice #87970.00.0-10, for Perkins Eastman Architect DPC, for December 2021 Professional Services
  - d. Motion to approve payment of Invoice #87970.00.0-10 for Perkins Eastman Architect DPC, for December 2021 Professional Services
  - e. Motion to vote on preferred option for new Revere High School

10. Old Business
  - a. Grading and GPA
11. New Business
  - a. Operating Protocols
  - b. 2022 Sub-Committee Assignments
  - c. Director of Health and Wellness
  - d. An Nur School – Lanre Olusekun
  - e. Northeast Regional Vocational School vote on January 25, 2022. Vote is to authorize funding for a new vocational high school
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 20219

January 18, 2021

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

1. Leftfield LLC, December 2021 Professional Services, Invoice 14, \$21,000
2. Perkins Eastman Architect DPC, December 2021 Professional Services, Invoice 87970.00.0-10, \$21,105.00

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: January 4, 2022  
Re: Revere High School - December 2021 Invoice Summary  
Cc: Lynn Stapleton, James Riefstahl - LeftField, LLC

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

<b>INVOICES (Payments)</b>					
<b>ProPay Code</b>	<b>Vendor</b>	<b>Invoice #</b>	<b>Budget Category</b>	<b>Description of Services</b>	<b>Invoice \$</b>
0001-0000	LeftField, LLC	14	OPM Feasibility Study/Schematic Design	FS Phase Project Management Services for December 2021	\$ 21,000.00
0002-0000	Perkins Eastman	87970.00.0-10	A&E Feasibility Study/Schematic Design	Professional Services for December 1-31, 2021	\$ 21,105.00
				<b>LEFTFIELD TOTAL</b>	<b>\$ 42,105.00</b>
				<b>TOTAL:</b>	<b>\$ 42,105.00</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.



Mr. Matt Kruse  
 District Business Manager  
 Revere Public Schools  
 101 School Street  
 Revere, MA 02151

Invoice Date: 12/31/21  
 Invoice No.: 14  
 Project No.: SCH-2020-1006

FOR: Owner's Project Management Services for MSBA Core Project  
 Revere High School - 101 School Street, Revere, MA 02151

**Professional Services from December 1, 2021 to December 31, 2021**

<b>OPM Services</b>	
Owner's Project Management Services for the month of December 2021	\$ 21,000
<b>Total Labor:</b>	<b>\$ 21,000</b>

<b>Reimbursable Expenses</b>	
Reimbursables 12/01/21 - 12/31/21	\$ -
<b>Total Expenses:</b>	<b>\$ -</b>

**Total this Invoice: \$ 21,000**

<b>Contract Status</b>	<b>Budget</b>	<b>Previous</b>	<b>Current</b>	<b>Total To Date</b>	<b>Balance</b>
FS/SD Phase	\$ 414,300	\$ 285,300.00	\$ 21,000	\$ 306,300	\$ 108,000
OPM Services Total:					
Reimbursable Expenses Total:					
<b>Total Contract:</b>	<b>\$ 414,300</b>	<b>\$ 285,300</b>	<b>\$ 21,000</b>	<b>\$ 306,300</b>	<b>\$ 108,000</b>

**Please Remit Payment To:**  
 LeftField, LLC  
 17 Highfield Lane  
 Norwell, MA 02061

# 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

January 4, 2022  
Invoice No: 87970.00.0 - 10

Project 87970.00.0 Revere High School  
PO #20216149-00

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

**Professional Services from December 1, 2021 to December 31, 2021**

Billing Phase	Fee	% Comp	Earned	Previous Billing	Current Billing
Feasibility Study	703,500.00	90.50	636,667.50	615,562.50	21,105.00
Schematic Design	600,450.00	0.00	0.00	0.00	0.00
Total Fee	1,303,950.00		636,667.50	615,562.50	21,105.00
<b>Total Fee</b>					<b>21,105.00</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>\$21,105.00</b>

**Billings to Date**

	Current	Prior	Total
Fee	21,105.00	615,562.50	636,667.50
Consultant	0.00	54,500.00	54,500.00
<b>Totals</b>	<b>21,105.00</b>	<b>670,062.50</b>	<b>691,167.50</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

# Constructing the Innocent Classroom

Paul Revere Innovation School  
January 18, 2022



# Equity and Anti-Racism Committee at Paul Revere

- Last year, the 14 members of our school's Equity and Anti-Racism committee were trained in Innocent Classroom, to help lead this years training
- Now the majority of full time educators are participating in the first half of the training.
- 5 sessions in total

**Donna Bonarrigo**

**Bianca Quirk**

**Kelly Williams**

**Carly Livingston**

**Lindsay Kullmann**

**Olivia Shluger**

**Allegra Marrone**

**Ben Glaser**

**MJ Crossman**

**Ally Perry**

**Sarah Steinberger**

**Joyce Martins**

**Nathaniel Deknatel**

**Brittany McCarthy**

# INNOCENT

## Classroom

### What is Innocent Classroom?

#### **The mission of Innocent Classroom to dismantle racial bias.**

- Innocent Classroom focuses on the basic fact that every child should know what it is like to feel innocent – to believe that this world is open to them. Our society's stereotypes stand in the way.
- Innocent Classroom partners with administrators, principals, and classroom teachers to help them build relationships that liberate children of color from the power of racial stereotypes in their schools and classrooms.

# Innocence and Guilt

“Children of color are being held in virtual bondage to the negative stereotypes that our culture has developed and perpetuated about them.” ~ Aleks Pate, founder of *Innocent Classroom*

- Children of color come into our classrooms aware of these negative narratives about them
- Negative stereotypes create feelings of guilt in students of color
- Teachers are able to recognize how negative narratives can affect their relationships with students of color
- Innocent Classroom aims to train teachers to truly *know* their students of color as individuals, freeing them from this guilt and restoring them to innocence

# Definition of “The Good”

From Aristotle: “That for which all else is done”

Understanding a child’s good helps us understand why the child behaves or responds a certain way. When we understand how a child views the world and their place in it, we are better able to help the child to succeed. We understand:

- Why they do what they do
- Why they think they way they think
- Why they respond the way they do

This is especially important for children of color, whose experiences of the world are different from their teachers’ experiences.

# Examples of the Good

Free

Successful

Sense of Belonging

Accepted

Safe

Respected

Cared For

Untroubled

Normal

Hopeful

Smart

Survival

Stable

Validated

# Staff Involvement

- Each teacher chooses 2-3 students to focus on
  - The teacher uses the training to build a relationship with the student
  - Understanding the child's "good" helps build an authentic relationship
  - The relationship frees the student from the burden of guilt that comes from stereotypes
  - When the child feels they are perceived as "innocent", they will be open to learning and will succeed academically as well as socially.

# Focus of Workshops

## Oct 6: Recognizing and Valuing

- Identifying the child's good and valuing the the positive changes that are beginning to occur

## Dec 1: Engaging

- Using knowledge of a child's good to develop specific strategies to engage the child in learning

## Feb 2: Engaging II

- Continuing to build the relationship and to engage the child in learning

## Apr 6: Nurturing

- Maintaining the Innocent Classroom so students grow and learn to their fullest potential

## The Pledge of Innocence

“I pledge, as an educator of children of diverse backgrounds, races, genders, sexualities, abilities, and beliefs, that I will strive to know each child separate and apart from the stereotypes that contextualize their existence.

I pledge, upon discovery of their good, to engage with them in a way that their good is nourished and they are capable of showing up as innocent in my space.”



# Building Thinking Classroom and Deeper Learning

Lincoln Elementary School

January 2022

# Introductions

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Sara Hoomis-Tracy -Principal

Maurice Coyle- Assistant Principal

Jamie Anderson- Reading Intervention Teacher

Lindsey Kordis- Deeper Learning Consulting Teacher

Marisa LeManquais- Art Teacher

Colleen O'Keefe- Kindergarten Teacher

Casey Woods- 5th Grade Math and Science Teacher



# Goals

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## School Improvement Plan

Strategic Objective 6.4: Ensure teaching practices across classroom focus on effective, student centered, deeper learning experiences.

### *Benchmark:*

Classroom practice will show an increase in the incidence of students engaging in deeper learning or student centered activities.



## After 2019- 2020

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- Bringing in elements from Kaleidoscope, MCIEA, and Maple Walks shifted to a student centered teaching model
- Choice and voice in as many lessons as possible
- Providing access points to students who were behind, and allowing them to learn new material in a way that was approachable to them



# Street Data

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Following a fifth grade student as they go through a day of Deeper Learning activities.

8:20 - 8:35- Arrival/Breakfast

8:35-10:35- Math/ Science; Building a Thinking Classroom with Ms. Woods

10:35-11:15- WIN Block; Reading Quilts with Ms. Anderson

11:15-11:55- Lunch and Recess

11:55-1:15- ELA; Writing Scranimals with Mrs. Magno

1:15- 1:55- Specials; Artistic Behavior with Ms. LeManquais

1:55- 2:35- Social Studies



# Building Thinking Classrooms- Math

- Based on the text "Building Thinking Classrooms"
- Collaborative group work
  - Random grouping (3-4 students)
- Challenges students to be critical thinkers and problem solvers
  - Students cannot write down their own ideas



Must be Done Each Week

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Week 1	20 clean kitchen	30 Wash floors	20 clean Kitchen	take out garbage	15 one load laundry	15 one load laundry	15 one load laundry
Week 2	vacuum 30	15 one load laundry	15 one load laundry	15 one load laundry	20 clean kitchen	20 one load laundry	60 Clean bath C Bath

W1	1	20	30	20	10	15	+15	125
W2	1	30	15	15	15	20	+60	175
			125				+175	300

5 hours  
300 Minutes

Vacuum	Refreeze	Clean with Floor	clean	husk	Plais
Garbage		Clean bathroom	Kitchen		

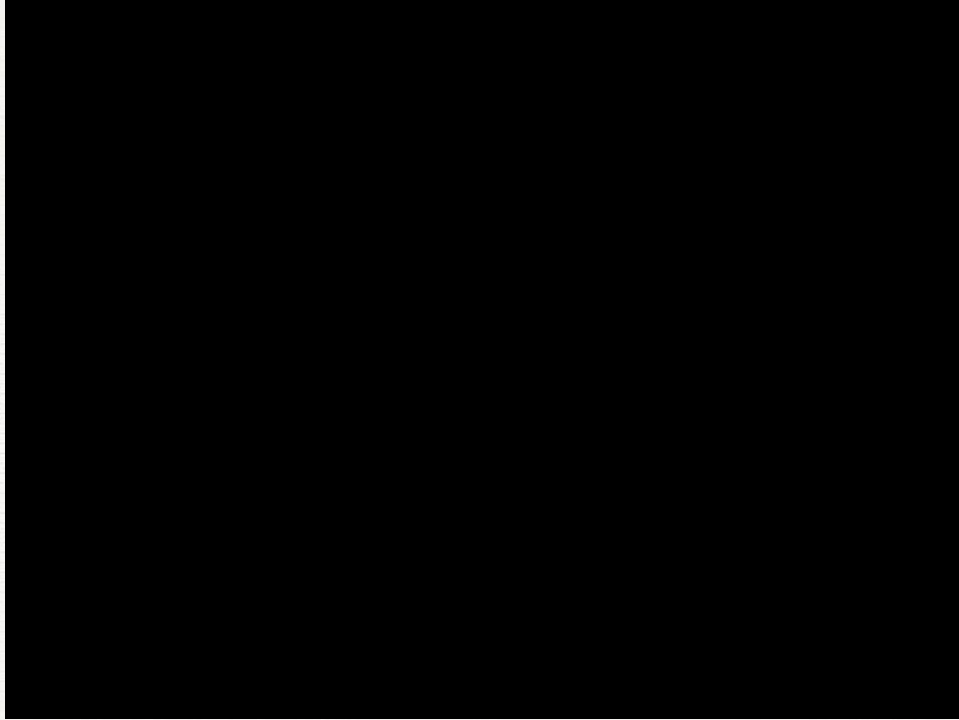
  

30
10
40
30
20
40
30
120



# Student Response

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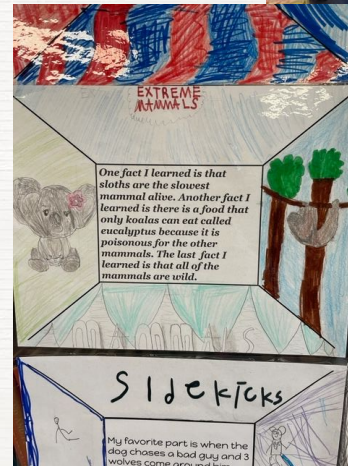
Anne Mota Alves- Grade 5





# WIN Block- Reading Quilts

- In addition to the Read 180 Curriculum, students worked together to plan, design, and create a “reading quilt” on their independent reading books

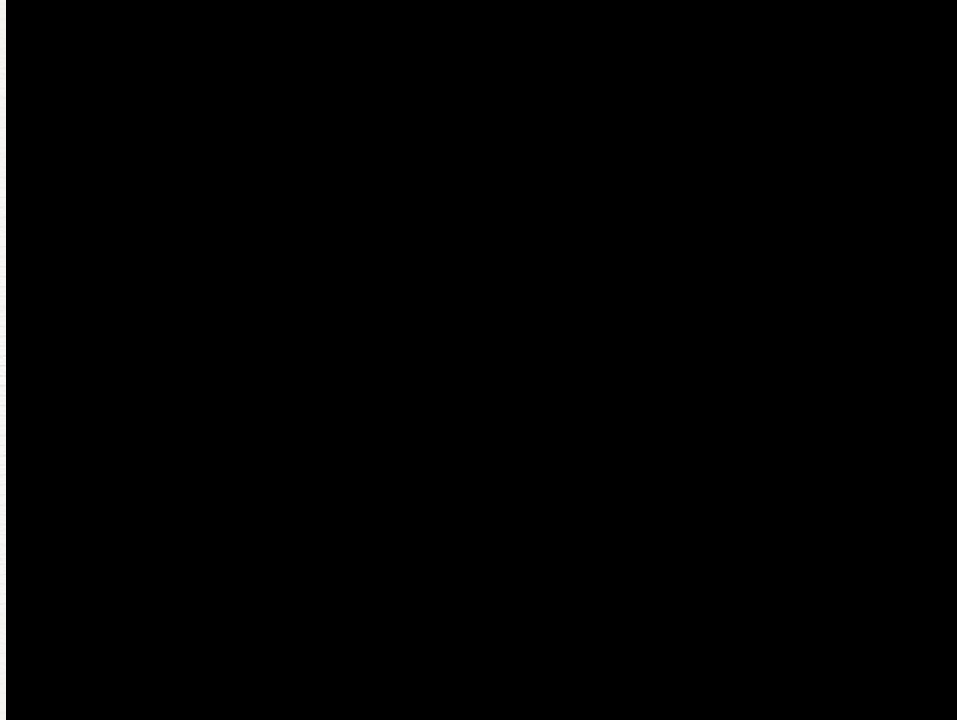


Ava Crooker - Grade 5



# Student Response

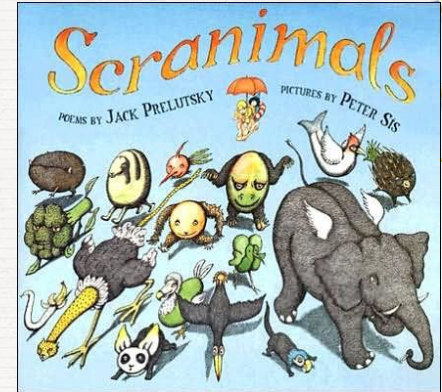
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Ava Crooker- Grade 5

# ELA- Writing about Scranimals

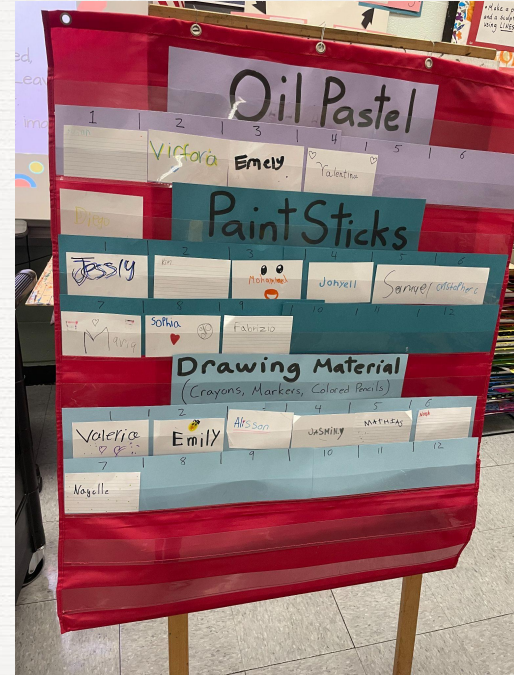
- After reading Jack Prelutsky's book, *Scranimals*, students had the choice of writing a poem or narrative about a fictional animal that merged with a fruit or vegetable
- Discussed poems with peers and invented words
- Students wrote freely about things that interest them using different viewpoints



# Art - Teaching Artistic Behavior

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- Having a choice in materials (paint sticks, collage, or drawing) students create their art work around a theme
  - Trimester 1 theme: Scranimals
  - Trimester 2 theme: What is love?



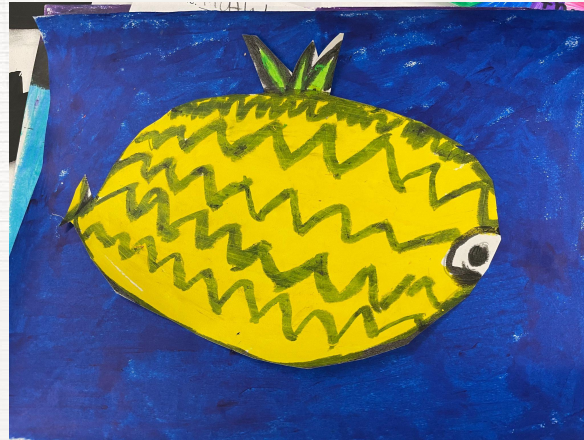
# Art - Teaching Artistic Behavior

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- Process vs. Product



Emely Romero- Grade 4



Mathias Ramirez- Grade 4

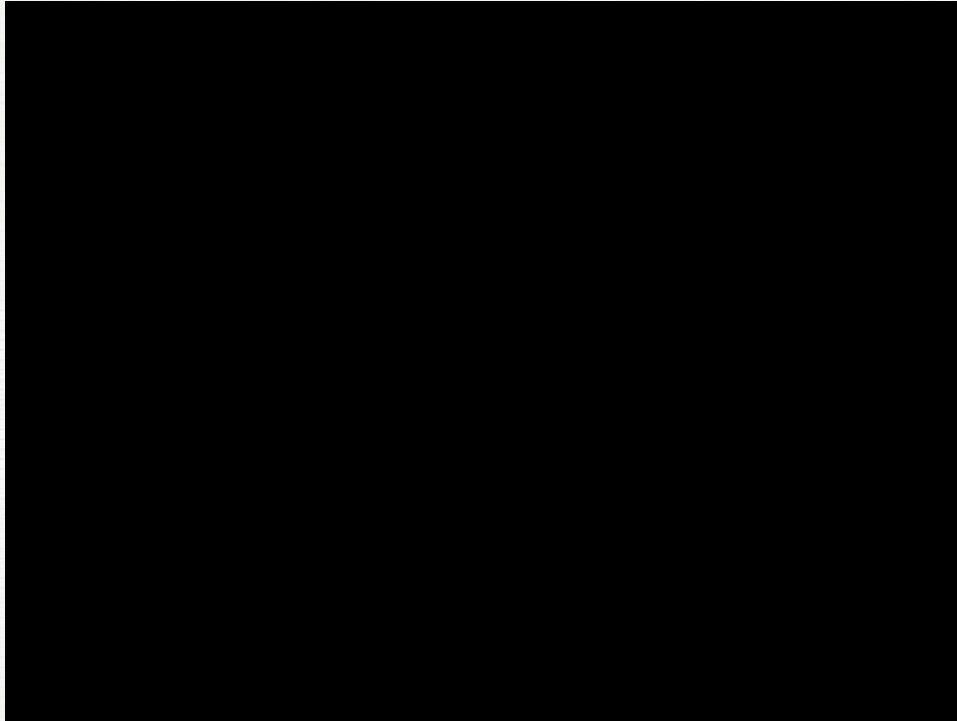


Anne Mota Alves- Grade 5



# Student Response

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Anne Mota Alves- Grade 5



# How to create and sustain

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- Dedicated PLG time for working on Deeper Learning activities
- 11 task submitted to MCIEA Task bank
  - 6 fully validated
- Full school PD on Deeper Learning
  - Differentiated based on need and experience of faculty
- Selected as MCIEA Pilot School to pilot task bank and student portfolios
- 13 Staff members working with Deeper Learning C2C

