

Revere School Committee Meeting Agenda
June 16, 2026

A Regular Meeting of the Revere School Committee will be held on **Tuesday, June 16, 2026, at 6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/81169965529?pwd=DbnVCzmORUf2maNH81MDQQipj9f0pl.1>

Passcode:959206

Watch on Revere School Committee YouTube

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

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
 - a. Indoor Track – Jeremy X
 - b. Girls Field Hockey – Isabella Mendieta
 - c. RHS Robotics Team
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
 - a. Greetings from Ms. Shay St. Laurent as the new Principal of RHS and introduction of Mr. Steve Chinois as the Deputy Principal of RHS
 - b. MTSS and Attendance Outcomes – Garfield Middle School
 - c. “Early Childhood Improvement Plan Updates” – Early Childhood Dept.
 - d. “Early College Graduates Achieving the College Dream” - Guidance Dept.
 - e. Accelerated Achievement Partnership
7. Report of the Subcommittees
 - a. Policies and Procedures Subcommittee
8. Motions
9. Hearings (None)
10. Unfinished Business
11. New Business
12. Executive Session (None)
13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

Note: The listed agenda items are those that are reasonably anticipated by the School Committee to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

File: BEDH - PUBLIC Comment AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The Revere School Committee desires and encourages community members of the district to attend and/or participate its meetings so that they may become better acquainted with the operations and the programs of Revere Public Schools. In addition, the Committee would like the opportunity to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. These matters include the budget for the Revere Public Schools, the performance of the Superintendent, and the educational goals and policies of the Revere Public Schools. Therefore, the Committee has set aside a period of time at each regular School Committee meeting to hear from the public. This time shall be available at every School Committee meeting whether held in person, online, or hybrid (both in person and online).

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the district's business in an orderly manner, the following rules and procedures are adopted consistent with state and federal free speech laws:

1. Members of the public can sign up for public comment starting 15 minutes before each regularly scheduled School Committee meeting and up until the end of the public comment period. Individuals or group representatives can sign up using the sign-in sheet provided by the School Committee and located in the back of the School Committee room. Members of the public who attend the meeting online/remotely can sign up by entering their name into the Zoom chat box. The sign-up sheet and/or online list will be provided to an officer of the Committee just prior to the meeting being called to order and any additional entries will be provided to the officer conducting the roll call for public comment on a rolling basis, until the end of the public comment period.

2. At the start of each regularly scheduled School Committee meeting, individuals or group representatives who have signed up to speak will be invited to address the Committee during its 15-minute public comment period, which shall be known as Public Speak. Public Speak shall occur prior to discussion of Agenda items, unless the Chair determines that there is a good reason for rearranging the order at a public meeting that is unrelated to deterring participation in Public Speak.
3. All speakers are encouraged to present their remarks in a respectful manner.
4. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.
5. Public Speak shall concern items that are not on the School Committee's agenda, but which are within the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Revere Public Schools, or the performance of the Superintendent.
6. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material.
7. Large groups addressing the same topic are encouraged to consolidate their remarks and/ or select a spokesperson to comment at Public Speak.
8. Copies of public comments shared during the public comment period may be presented in writing to the Committee before the meeting for Committee members to review and for inclusion in the meeting minutes.
9. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis Revere Public Schools of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee by telephone or email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.
10. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/ or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/ or to the extent they exceed the scope of the School Committee's authority.

Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only

difference will be the manner in which those wishing to speak sign up. Members of the public wishing to speak can sign up for public comment at the beginning of the meeting via the chat feature and up until the end of public comment.

Participating in Public Comment Remotely During In-Person Meetings

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person. This would entail the opportunity to view meetings in a “live stream” mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

State law also provides that: No person shall address a public meeting of a public body without permission of the chair of the meeting, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

Disclaimer: Public Speak is not a time for debate or response to comments by the School Committee. Comments made at Public Speak do not reflect the views or the positions of the School Committee. Because of constitutional free speech principles, the School Committee does not have the authority to prevent all speech that may be upsetting and/or offensive at Public Speak.

SOURCE: MASC

Amended by Revere School Committee: July 2024

June 16, 2026

STUDENT REP REPORT

Presented by: Student Advisory Board



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

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

SELF CARE FAIR



After AP exams, The Power of Know hosted a Self-Care Fair featuring local organizations, student clubs, and wellness-focused activities.

MULTICULTURAL NIGHT



The Revere High School hosted Multicultural Night, featuring cultural exhibits, foods, and Mexican folk dances by Alma Tapatia.





RHS SPEECH & DEBATE

RHS Speech and Debate sent national qualifiers Dina Oufessa and Afomiya Wondemagegnhu to compete at nationals in Washington, D.C.



Sports Round-Up

RHS TRACK AND FIELD

New school records! The 4x100 relay team and Gemma Stamatopoulos' 400m performance highlighted a historic state championship meet.



MTSS and Attendance Outcomes

Garfield Middle School

Revere School Committee Meeting

June 16, 2026

Agenda



- MTSS and Attendance Initiatives
- Math Outcomes
- Monthly Attendance
- Chronic Attendance
- Remarks/Questions

MTSS and Attendance Initiatives



MTSS Initiatives

- New Schedule
- WIN Block
- Student Voice

Attendance Initiatives

- Coordinator of Operations and Assessment (James Horgan)
- Attendance Team
- Incentives
- Truancy Officer (Nick Maglione)

Math Outcomes



STAR/Benchmark Scaled Score Improvements

Grade Level	2024-2025 Avg. Scaled Score Improvement	2025-2026 Avg. Scaled Score Improvement
6	20.8	32.1 pts.
7	17.1	23.4 pts.
8	9.8	28.8 pts.

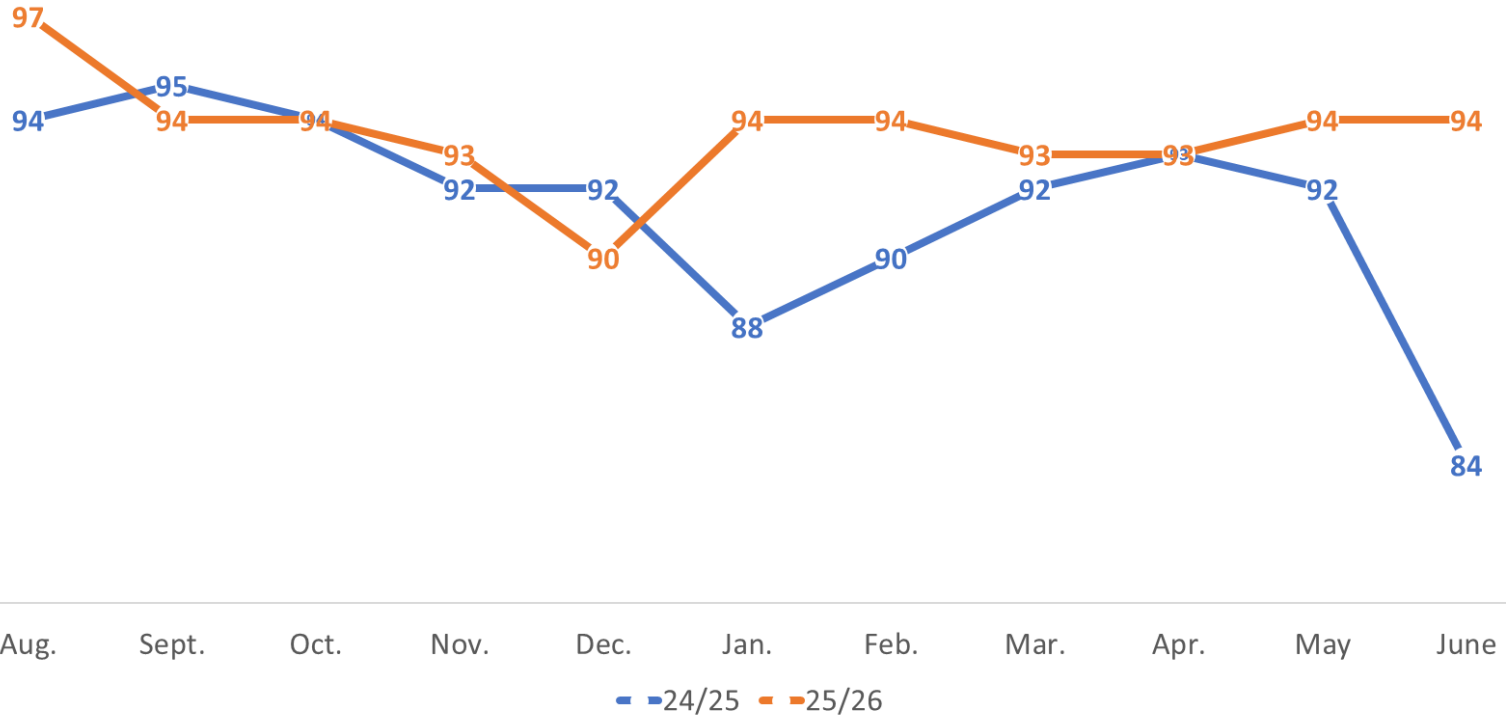
Most Improved Student Group by STAR/Benchmark Scaled Score

Grade Level	Student Group	Scaled Score Improvement
6	Most At Risk (1 st quintile)	41.6 pts.
7	Most At Risk (1 st quintile)	32.2 pts.
8	Most At Risk (1 st quintile)	57.9 pts.

Attendance Outcomes



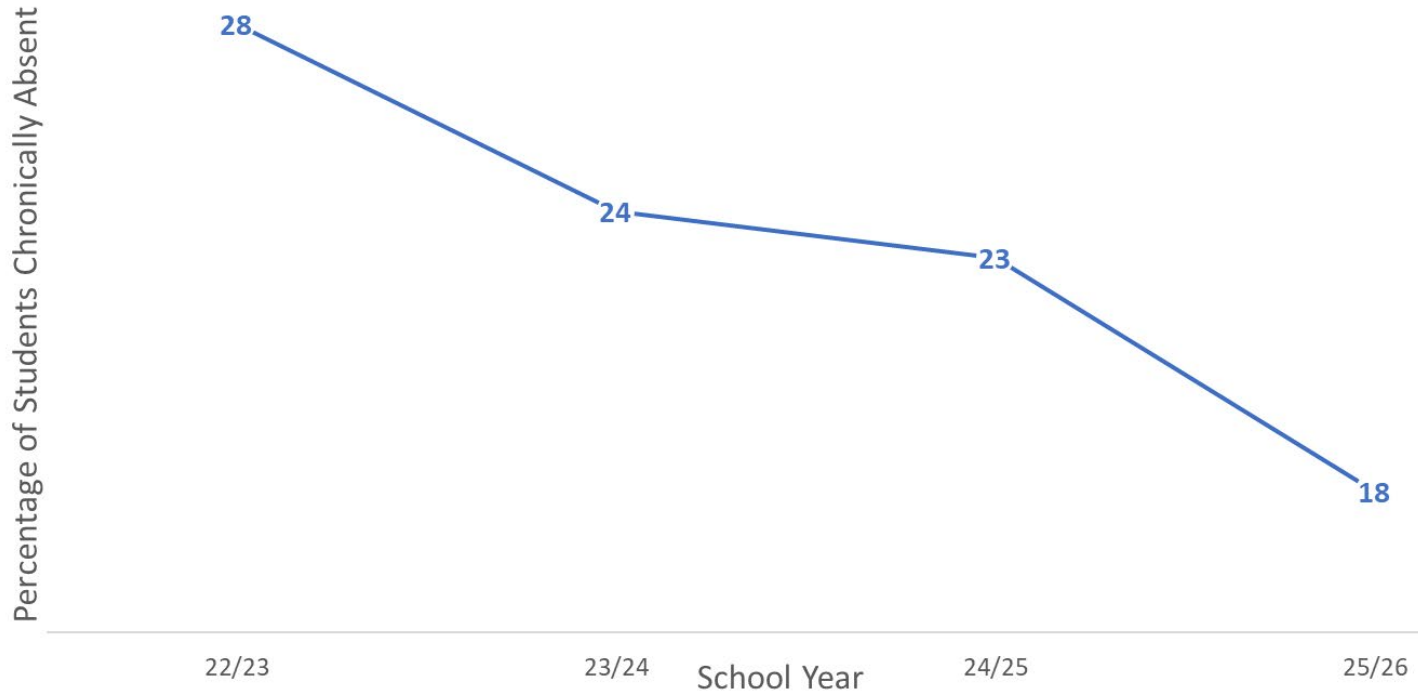
MONTHLY ATTENDANCE RATE COMPARISON



Chronic Attendance Outcomes



PERCENTAGE OF STUDENTS CHRONICALLY ABSENT YEAR TO YEAR





Closing Remarks/Questions



Early Childhood Improvement Plan Updates

Tuesday, June 16, 2026



Welcome and Objectives

- Explore our efforts to fully engage all EC students and accurately report on their progress and growth
- Learn about the power of our Parent and Child Time practice and how families are welcomed to our program
- Receive updates on the McKinley Project and the accreditation process



Teaching and Learning



- Exploration of curriculum and standards
- Consistent use of the MTSS process
- Development of a “report card” that helps guide conferences
- Identify and implement data collection methods for center/station learning

Engaging Families - Building Relationships



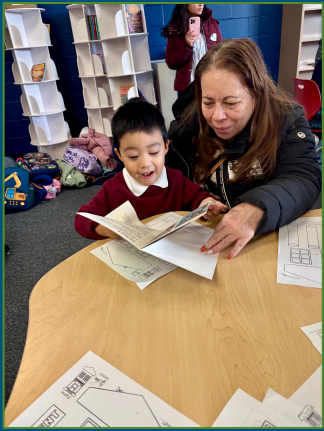
Application → Enrollment

- Families apply to the program
- Phone call connection, with translation if necessary
- Families complete registration
- Screening
- Classroom tour
- First day in class

Parent and Child Time - PACT

- Monthly opportunity
- Community building
- Time for modeling PreK skills
 - Oral language development
 - The importance of play
 - Literacy approaches





Family Survey Highlights

"I am very thankful to [my child's teacher] how she has made my child's adaptation to the new school routine easygoing, she has been very patient and understanding. whenever I have a concern or question she replies in a kind friendly manner. I am so glad that for my child's first year he has a wonderful teacher"

"Keep up with amazing work."

"Love everything about the early childhood program just wish the days were longer"

"We are really happy we have a systematic process in place for the early education and the teachers here are super helpful and informative."

"I appreciate the staff's dedication to supporting each child's individual needs and working closely with families to ensure positive learning experiences."

"I would love for the preschool program to consider going to full-day... It would be very helpful to the parents. Also, offering a type of after school program (at cost) would be beneficial for parents as well."

"You are the best and those kids are so lucky!"

McKinley Project



- In the construction phase
- Ground broken in early spring
- Plans to open in the fall of 2027

Accreditation

Early Learning Quality Assessment & Accreditation

RECOGNITION



Documentation Review:
Focuses on identifying key policy components and baseline practices upon which high-quality early learning experiences and environments can be built.



New Cost Breakdown:
• Application Fee: \$400 for all program sizes
• Annual Renewal Fee: \$400 for all program sizes



No required site visit



One-year term, renewable annually

Recognition is an entry point for programs interested in building a high-quality care and learning environment. Recognition will be awarded based on document review. Programs must first achieve Recognition to move forward to Accreditation.

ACCREDITATION



Documentation Review:
Streamlined content inclusive of both document-based and observation-based items that demonstrates policies, structures and practices necessary for a high-quality care and learning environment.



New Cost Breakdown:
• Application Fee: \$650 - \$1550 based on program size
• Annual Fee: \$650 - \$1550 based on program size



Potential for a random site visit



Five-year term, annual reporting required

The ideal level of achievement that demonstrates a program's commitment to high-quality early childhood education. Accreditation decisions are initially granted based on document review. Programs that successfully achieved Accreditation status will be subject to random site visits where the program will be assessed for the Accreditation Observation Assessment Items.

ACCREDITATION +



Documentation Review:
Same requirements as Accreditation with increased accountability protocols.



New Cost Breakdown:
• Site Visit Fee: \$1750 - \$4000 based on program size
• Annual Fee: \$650 - \$1950 based on program size



Guaranteed site visit with potential for an additional random site visit



Five-year term, annual reporting required

The optional next level for programs seeking increased accountability due to state or local requirements, or personal goals.

RECOGNITION



Documentation Review:

Focuses on identifying key policy components and baseline practices upon which high-quality early learning experiences and environments can be built.



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- Application Fee: \$400 for all program sizes
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Questions?



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

From Doubt to Destination: Early College Graduates Achieving the College Dream

Partnership with
North Shore Community College, Department of Elementary
Education and Department of Higher Education

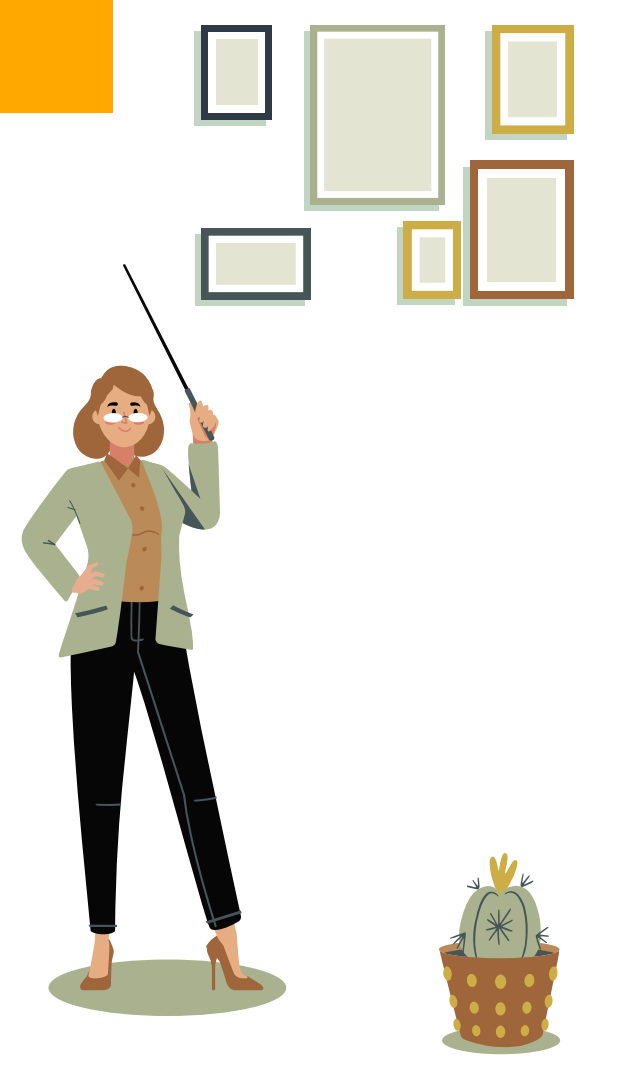
What is Early College?



Early College *allows a student to be enrolled in two academic institutions at once*. This allows current high school students to take college-level classes that count for high school and college credit. The credits apply both to **high school diploma requirements and college graduation requisites**.

Examples:

- English Comp I counts for a HS English credit and is a prerequisite course for many college classes.
- A lab science class at NSCC will count as a 4 credit transferable college course and also fulfil high school graduation requirements.



Equitable Access:

EC programs prioritize students underrepresented in higher education enrollment and completion. Early College is designed to eliminate barriers to student participation.

- **OPEN TO ALL** (10th, 11th & 12th grade)
 - Students should be in good academic standing
 - Attendance
 - C+ or higher in ELA
 - Students with lower than a C+ will have to take Accuplacer testing to place into Composition

Enhanced Student Supports

- The early college department will work with students by providing supports in college classes
- Regular progress monitoring and interventions
- NSCC tutoring center, workshops, STEM Center, and Writing Center resources



Students take courses designed to transfer and cover general education and major requirements at public and private colleges.

Transfer policies can be found on college websites and from admissions departments

MASS TRANSFER

Private college examples for transfer process

Suffolk University

Northeastern University



Advantages of Early College

SAVE TIME and MONEY!

- Students earn **minimum** of 12 transferable college credits towards a Liberal Arts Associate's Degree at NO COST to them or families. **All class materials also included!**
- Students begin to earn college credits at North Shore Community College before graduating from RHS. Full commitment to the program will save up to **\$6,000 per student!**



Early College Start Early. Finish Strong



Early College is more than taking College Courses

It is an opportunity to challenge yourself, build self-confidence and to create pathways that may not have otherwise seemed possible.

Early College helps close achievement gaps by giving students access to real college experiences while also helping families save money to future college expenses.'

EC students are 7x more likely to persist in college and receive their Degree

Types of students who take Early College at RHS

Searchers

Some students..

Early College is about trying college classes while in high school with supports and resources to see if it's for them.

College and career exploration - take college classes that the high school cannot offer

Savers

Some students...

Early College is about getting as many credits towards college to save money and time.

Many current students have about one semester left (3-4) classes from getting associates

Strivers

Some students...

Transferring college credits to a 4 year school / program

Taking 4 credit college classes often taking Pre Recs - Nursing / Business

Seniors Class of 2026

- 56 of our seniors earned 12 or more credits while at RHS
- 24 received Dean's List (3.3 GPA or higher this year)
- Earned over 1600 College Credits this year
- 100% of Early College seniors have enrolled in Certificate or College programs

represents an estimated savings of \$390,000!

If these credits were earned at a state university such as UMASS Boston, the cost could have exceeded \$1.28 million in tuition.





RHS had 16 Senior students attend NSCC full time on both Danvers and Lynn Campus.

- One Student earned 45+ College Credits
- Many other students are one semester away from an associates degree
- Early College Coordinator runs advisory on campus. NSCC Advisor assigned to RHS students
- Builds confidence for students who do not “see themselves” as college students.

100% students enrolled in college / certification program.

- Connection to Advising and TRIO Services after high school



What does the MA
State Data show?

An Early College Mission

94% of early college students earn **transferable college credits** in high school, compared to 10% of students nationally.

90% of early college students receive a **high school diploma** compared to **78%** of students nationally.*

Two years past high school, 25% of early college students had **earned a degree**, compared to 5% of comparison students.

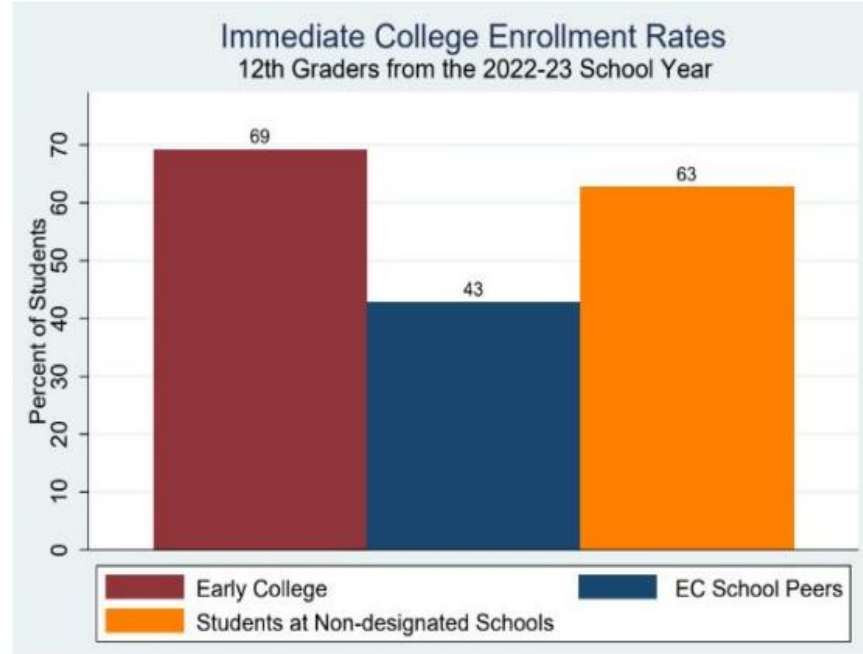
30% of early college students **earn an Associates degree** or certificate with their high school diploma compared to very few nationally.

86% of early college graduates who enroll in college after high school graduation **persist to their second year**, compared to 72% of college students nationally.

(Source: Webb and Gerwin, Early College Expansion)

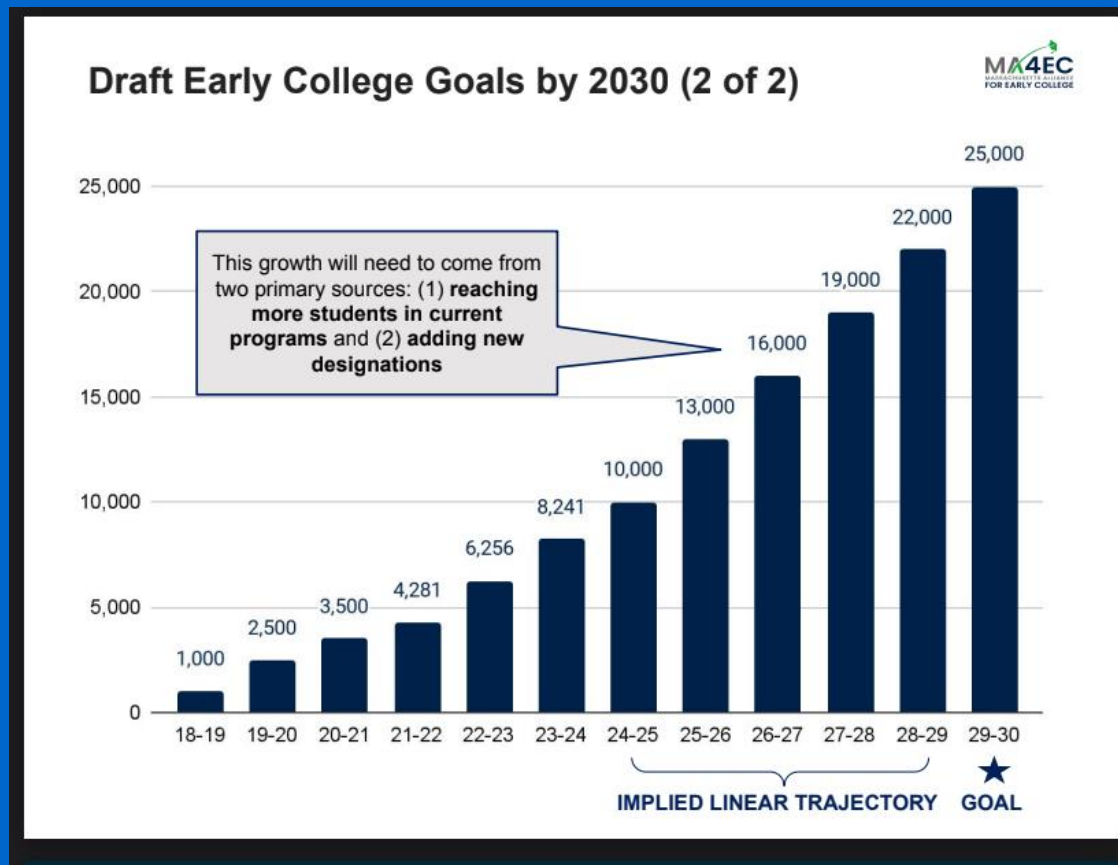
**Targeted,
guided
supports to
assist learners
in the college
going process**

Early College participants continue to immediately enroll in college at a higher rate than peers



Enrollment effects hold true when disaggregating for race and socioeconomic status

**Current State
goal: 25,000
Early College
Students by
2030.**





- 8.2 Million Dollars in Early College Expansion Grants given this year
- 66% of Early College graduates immediately enroll in higher education after high school, with the majority enrolling at a public college or university in Massachusetts.
- Once enrolled in higher education, former Early College are also persisting - with 87 percent staying in college through a second term
- 82% returning to college for a second year.
- 85% of Early College students are in Gateway Cities

“Early College is one of the strongest tools we have to make higher education more affordable and accessible for our students,” said Governor Maura Healey. “By doubling capacity in the next couple of years, we will be able to help more students—especially first-generation students and students of color—get a real head start on college and careers.”

<https://www.mass.gov/news/healey-driscoll-administration-awards-82-million-to-expand-early-college-programs-across-massachusetts>





Early College at RHS

Spring 26' 13 College Classes ran at RHS with NSCC professors on RHS campus

- Psychology 102
- English Composition 101
- State and Local Govt

Total Enrollment:

Seniors 56

Juniors: 55

Sophomores: 65

- By end of Junior year, Average EC student will have 18 college credits!

Additional Benefits to Early College

- Post Secondary Planning

- Assistance in the college application process
- Financial Aid assistance
- Learning about transferable college credits
- Meeting with MA transfer reps at NSCC

- Campus Supports

- RHS Advisory at NSCC
- NSCC EC Advising
- Tutoring center
- Passports to College

- Teaching of important skills

- College Academic Time Blocks
- Minimester Workshops
- Soft Skill / Executive function training
- Reflection



Early College Contacts



Carolyn Gerrior
Early College Specialist
cgerrior@reverek12.org

Meagan Hatanaka
Early College Coordinator
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Lillian Parker
Director of School Counseling
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Early College Matriculation

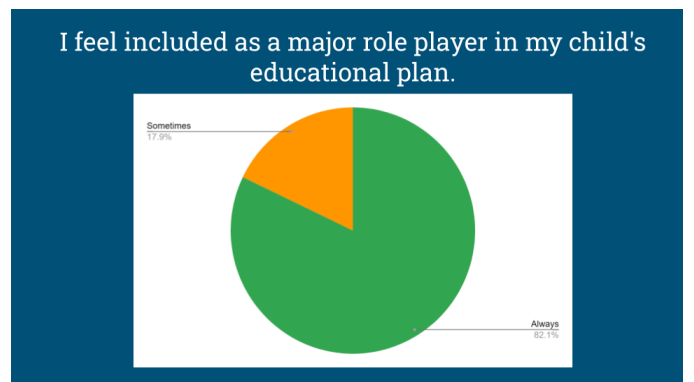
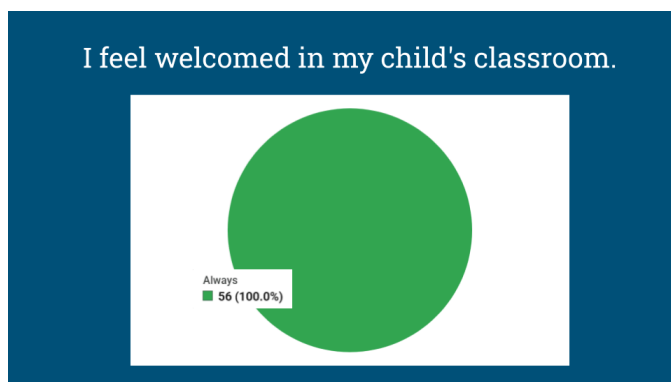
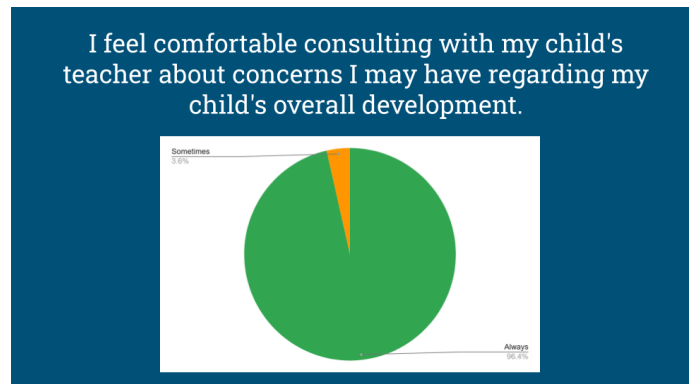
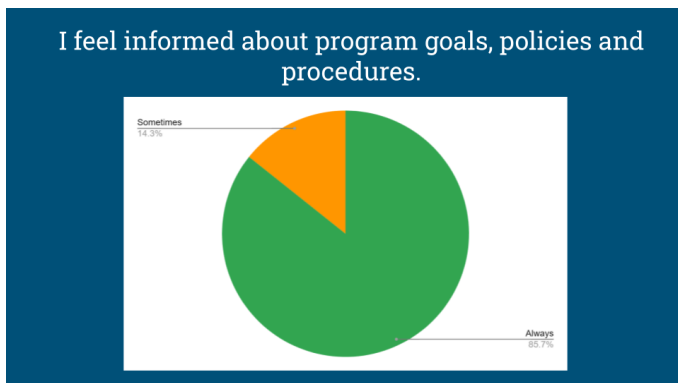
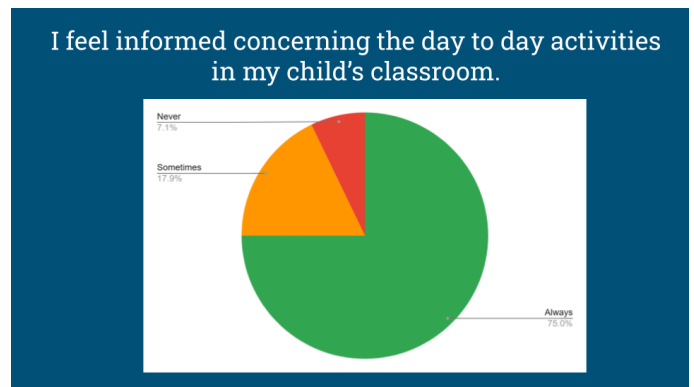
100% of our Early College Seniors have enrolled in a college or certificate program.

These students are showing what we have all ready have believed: they are COLLEGE READY

Family Conference Forms

[Conference Form Year 1 - Full Year](#)
[Conference Form Year 1 - Partial Year](#)
[Conference Form Year 2](#)

Family Survey Data



Supplemental Documentation

Early Childhood Improvement Plan Updates

