Revere School Committee Meeting Agenda
November 17, 2026

A Regular Meeting of the Revere School Committee will be held on **Tuesday, November 17, 2026, at 5:30 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/89597383265?pwd=pdtj3OiRDpiDfrbEWUTfURsHQr010f.1
Passcode:008345

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

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
   a. World Languages Department
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
   a. Whelan's Three Big Rocks in Action – Principal Rachel Shanley
   b. Wolf Hollow & SBA – Principal Joanne Willett
   c. Safety/Security Plan Update
   d. American Education Week
7. Report of the Subcommittees
   a. Ways & Means Subcommittee Update
   b. Superintendent Search Ad Hoc Subcommittee Update
   c. School Building Committee Update
8. Motions
9. Hearings (None)
10. Unfinished Business
    a. Continued Discussion on MCAS Results
11. New Business
    a. Questions from Mrs. Biasella on Personnel Structures
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

STUDENT REP REPORT

Presented by Student Advisory Board

Report as of November 17th, 2026

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.
The members of such student advisory committees shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who shall serve for a term of one year. Said chairperson shall be an ex-officio, nonvoting member of the school committee, without the right to attend executive sessions unless such right is expressly granted by the individual school committee. Said chairperson shall be subject to all school committee rules and regulations and shall serve without compensation.
A school committee may designate a student outreach coordinator for the purpose of ensuring the establishment of a student advisory committee and regularly informing the advisory committee of the school committee's agenda.



Student Life

Patriot Wellness Champions!

RHS students Darryl Boling and Darion Crawford were honored with the RHS Wellness Champion Awards by PE teacher Megan O'Donnell and Health teacher Amanda DeLorenzo. This award recognizes students who champion wellness and make a positive impact on the school community.



Student Life

Haunted Hallways

RHS Class of 2027 successfully hosted its annual Haunted Hallways celebration, transforming the school into an exciting Halloween destination filled with spooky surprises, festive decorations, and unforgettable fun! Organizing an event of this scale takes commitment and collaboration, and their efforts helped create an enjoyable experience for the entire community.







Club Report

REVMUN

On October 17th, Revere Model UN hosted an in-house tournament where delegates debated Foreign-Owned Social Media Platforms and practiced diplomacy, public speaking, and negotiation. Awards went to Lucas Ortiz (Best Position Paper), Emily Menor (Best Negotiator), Gabriella Gulak (Best Public Speaker), and Nicholas Rosa (Best Delegate).



Fall Fest

This Halloween, Revere Speech and Debate hosted its annual Fall Festival and first-ever costume contest. The team earned 1st Place in Small School Sweepstakes! Noor Ashour placed 2nd in Song Soliloquy and 2nd in Children's Literature; Gianna Cuzzi placed 1st in Song Soliloquy and 2nd in Play Reading; and Nicholas Rosa was 6th in Group Discussion





Club Report

Dental Club

The dental club, led by Doleres Simmonetti, completed its first major event on 11/12/26. A variety of students volunteered at a school, where they checked children's teeth and handed out care packages at Hill Elementary School.



Science Team

On Tuesday, November 10, the RHS Science Team kicked off their season at their first meet at Woburn Regional High School. Students represented RHS well across three challenging events: Dynamic Planet, Astronomy, and Ping Pong Parachute.





Sports Round-Up

RHS Boys Soccer

RHS Boys Soccer are 2026 Greater Boston League Champions! With a 16-1-1 record, the boys are in the State Championship quarterfinals.

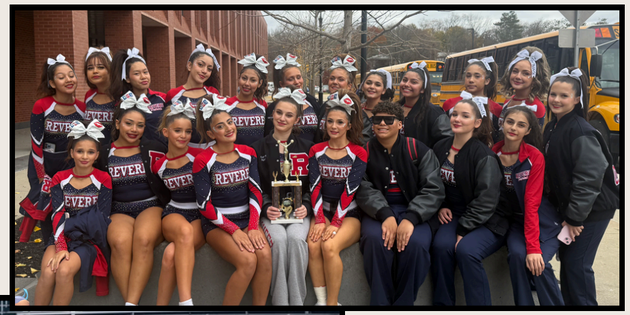
RHS Varsity Cheerleading

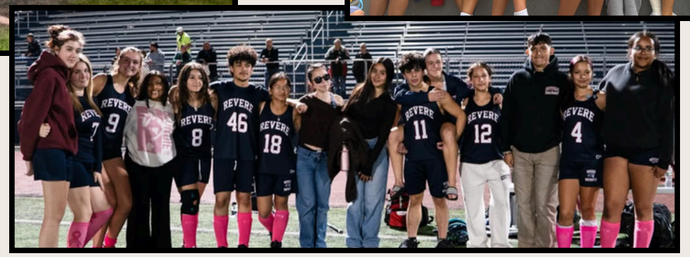
The Varsity Cheerleading team is undefeated Greater Boston League Champions for the 7th time in a row! They'll compete in the MSAA North Regional championship on 11/15.

RHS Field Hockey

The RHS Field Hockey team are 2026 Greater Boston League Champions, recognizing Kyle Lanes, Gigi Zierten, Zizi Kaliavas, and Victoria Ackles as GBL All-Stars!







THANK YOU

REVERESTUDENTADVISORYBOARD

A.C. WHELAN ELEMENTARY SCHOOL

A.C. Whelan's Three Rocks in Action

School Committee Presentation - November 17, 2026



STUDENT SUCCESS IS OUR NORTH STAR

Where Our Three Big Rocks Began

2025–2026

Our Instructional Leadership Team collaborated to identify best classroom practices for students to succeed at Whelan.

Three areas stood out as strengths to celebrate and build upon.

CLASSROOM LOOK FORS - ILT 2025-2026
Small Group Examples: • Teacher working with a small, data driven group • Groupings aligned to skill or learning goal • Clear objective for the group • Other students engaged in meaningful independent or collaborative tasks • Progress monitoring or feedback occurring
Collaborative Learning/Student Discourse Examples: • Students talking more than the teacher • Academic discussion using content vocabulary • Turn-and-talks, partner work, or group discussions • Students explaining thinking or responding to their peers • Use of discussion norms or sentence stems/frames
Differentiation Examples: • Tasks at varied levels of complexity • Flexible grouping (based on data/need) • Differentiation in products, processes, or content • Use of scaffolds (visuals, manipulatives, graphic organizers) • Targeted support for students needing enrichment or intervention

A.C. WHELAN ELEMENTARY SCHOOL

Our Three Instructional Big Rocks



Our shared focus for teaching and learning is defined by these rocks.

Differentiation	Adjusting instruction, support, and challenge based on what students need.
Small-Group Instruction	Providing targeted teaching, practice, and feedback in smaller groups.
Student Discourse	Students explaining their thinking, asking questions, reasoning, and learning together.

Strong Tier 1 Instruction in Action

All three Big Rocks work together to build strong and effective instructional practices that lead to student success.



Classroom illustration

Differentiation

Tools and supports respond to student needs.

Small-Group Instruction

The teacher provides focused instruction and feedback.

Student Discourse

Students explain their thinking and learn with one another.

Bringing Our Community Into the Work

We have shared our Three Big Rocks through:

- Principal Meetings with Staff
- PGT time with instructional coaches
- Family Coffee Hours
- School Improvement Council Meetings
- Tonight's School Committee presentation

Next opportunity: Family conferences

We hope to help caregivers learn more about these practices and their children's learning experience.

Whelan Instructional Learning - PGT Focus/Classroom Look Fors

The document guiding our work so far …

DATES	PGT FOCUS	ELA Priority Look Fors	MATH Priority Look Fors
September - October 	- **Structures for Small Group Instruction** - **Curriculum Resources**	- Word Study (all classrooms should be doing every day) - Do you see fresh charts? Teachers are making them WITH students during lessons. - The whole Group CC curriculum is being taught daily. - Small group Instruction has begun and students are grouped thoughtfully (K-5) at least one time during each ELA block.	- Small Group Structure is present at least one time in each math block - Thoughtfully grouped students at teacher table with a clear focus at Teacher table - Whole group lessons from IM (warm ups, activities, etc) - Kids working on tasks from IM/ST Math or resources from Math Dashboard in small groups, partners or individually.

From here we plan to elevate these practices, strengthen our models, and add meaningful opportunities for discourse and differentiation.

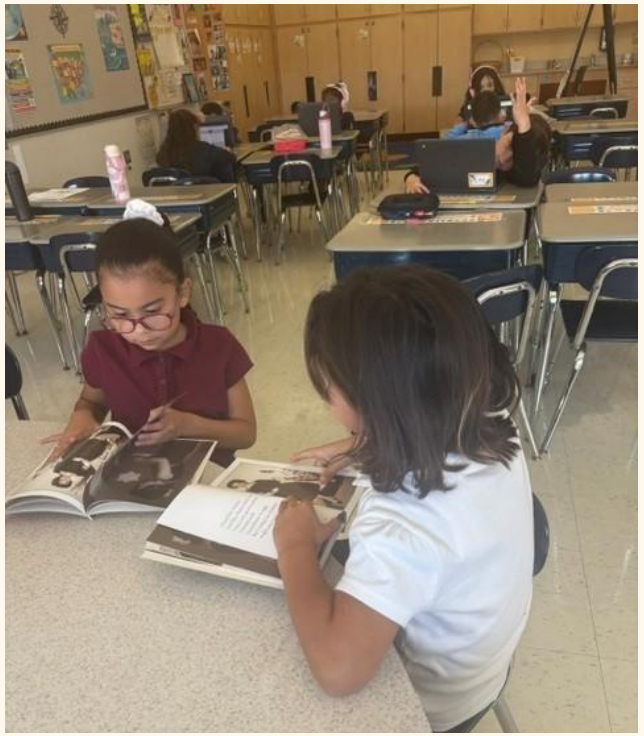
It is Our Students Bring the Big Rocks to Life

What do these practices look and feel like for a Whelan student?

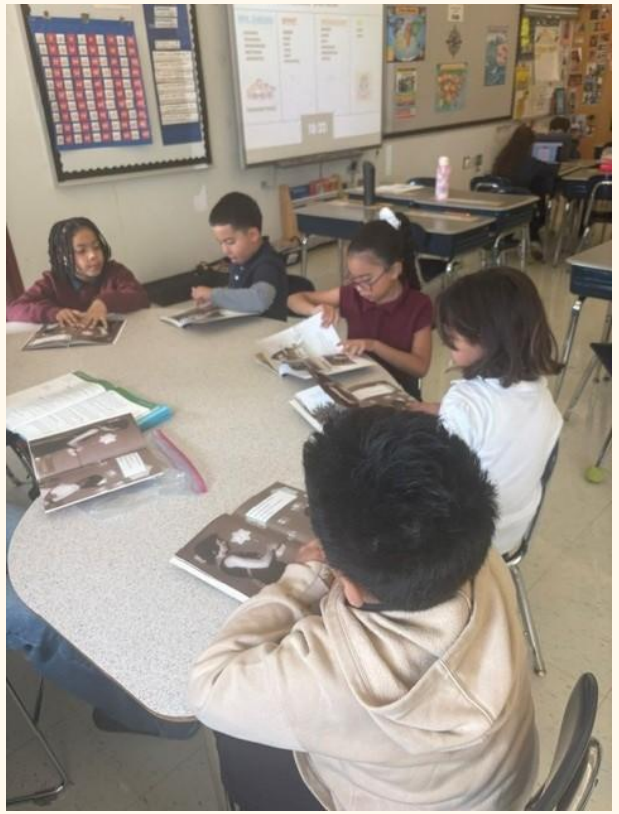
Now we would like you to hear directly from our students. As they share, listen for what they are learning, what helps them, and how they explain their thinking.

Deloria - Grade 2 Student
Yosr - Grade 4 Student
Kellie Canavan - Grade 1 Teacher

Big Rock 1 | Small Group Instruction



- Teachers meet with small groups to focus on specific skills.
- Students receive more targeted feedback and opportunities to practice.
- You may see reading groups or math teacher tables.



Students in Mrs. Zabilski's grade 2 classroom meet every day with the teacher during their ELA block. During these lessons, the teacher can meet every student where they are and provide target instruction to all learners.

"I love small group instruction because I get to work with my teacher and talk to her with less kids around and we get to do things that are on our level so it makes it more fun for us." -Deloria, Grade 2

Big Rock 2 | Student Discourse

- Students do the thinking, talking, and explaining.
- They listen to classmates and learn to respectfully share ideas.
- You will hear: “How do you know?” or “Can you explain your thinking?”



Grade 4 Students collaborating on Math Problem Solving Work



Grade 4 Students sorting fraction tasks cards together

“I like working in partners in math because we agree or disagree with each other about our answers and how we got them and we continue to work together until we find the correct answer.”
-Yosr, Grade 4

A.C. WHELAN ELEMENTARY SCHOOL

Big Rock 3 | Differentiation

- Children learn at different paces and in different ways.
- Teachers use what they know about students to adjust support and challenge.
- You may see hands-on tools, visuals, flexible groups, or different tasks.



Grade 1 Student using math tools to support his work on ST Math.

I create at least 10 minutes, right after the Math block, to check in on student work and/or exit tickets to plan my instruction and differentiated groups for the next day. This assures me that all students are getting the instruction they need and it is geared toward the skills they are still mastering.

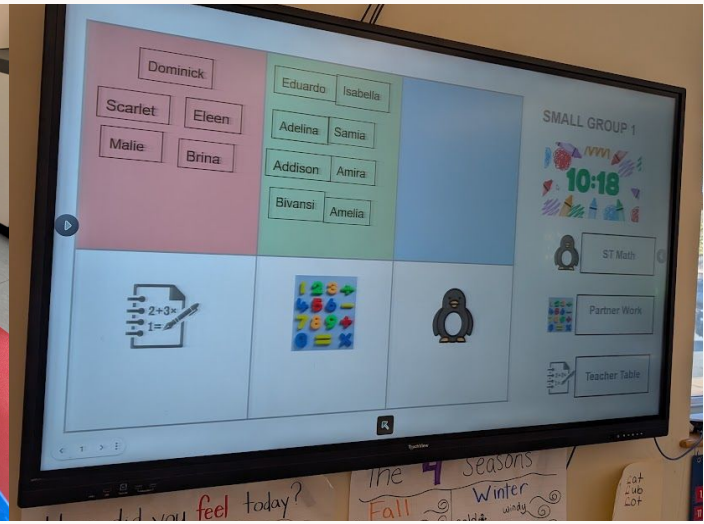
-Ms. Canavan, Grade 1 Teacher



Grade 1 Students working with a teacher on using number bonds to solve story problems



Grade 1 Students playing a math game with a partner to practice adding within 10.



Using a chart helps students identify and complete the math tasks that best meet their individual learning needs.

Thank You to All !

Any questions for our kids or staff?

NOVEMBER 2026

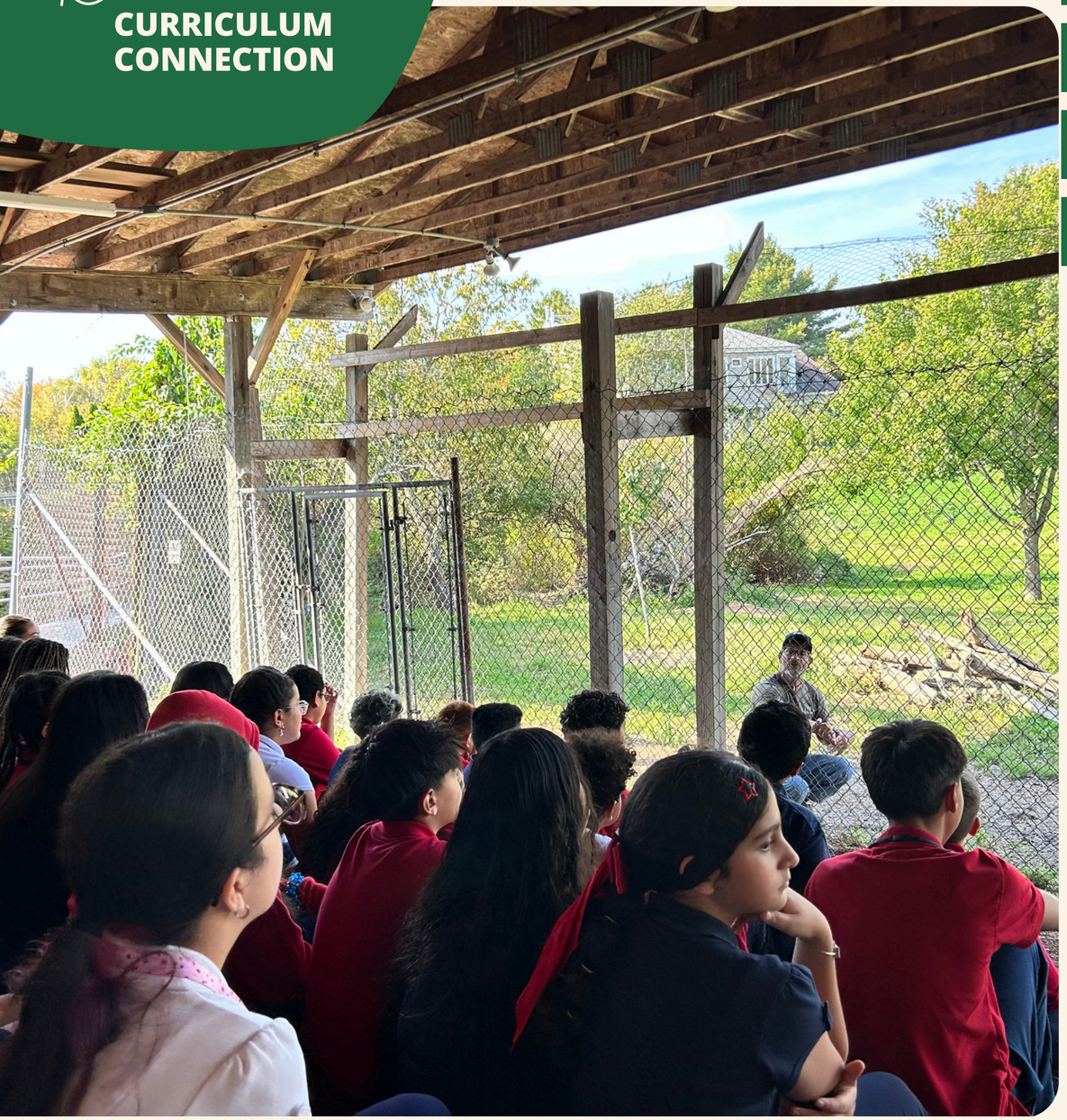
WOLF HOLLOW & SBA

CONNECTING READING, SCIENCE, AND REAL-WORLD EXPERIENCES



School Commitee Presentation

CURRICULUM CONNECTION



FROM THE WOLF READING CLOSELY FOR DETAILS UNIT TO THE REAL WORLD

BEFORE THE TRIP

Students learned all about wolves through a variety of texts including images, informational articles, case studies, and literature, building vocabulary, background knowledge, and asking and answering questions.

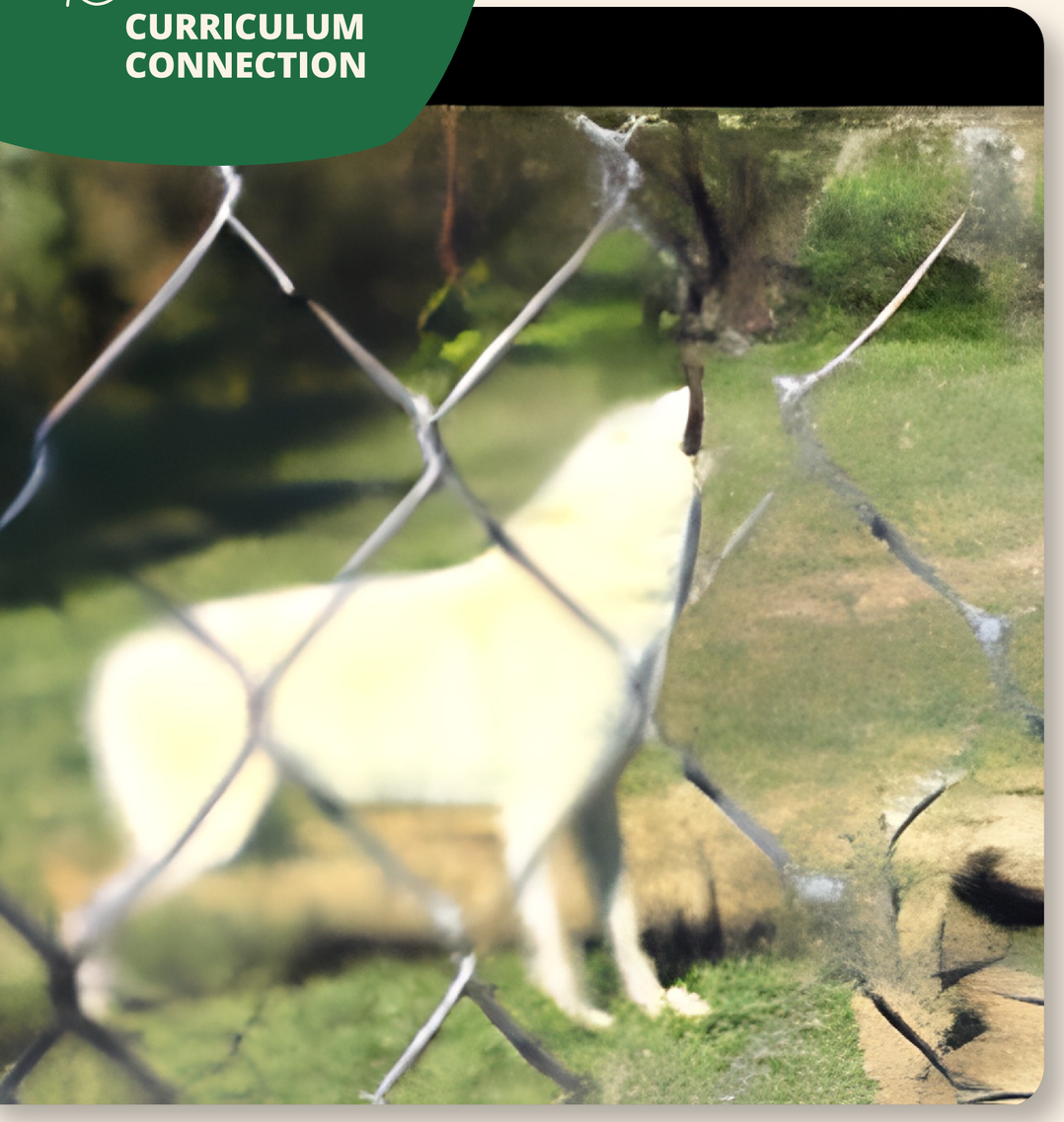
Using Odell Units, students explored texts about Wolves and became experts!

AT WOLF HOLLOW

Students had the opportunity to observe wolves and learn from educators about anatomy, diet, behavior, and ecosystems.

They learned from expert volunteers and got to participate in a Q & A session. They even got to lead a wolf howl!

CURRICULUM CONNECTION



PHIOTO CREDIT: ELIJAH REED
GRADE 6 STUDENT

CONTEXT & BACKGROUND ABOUT THE ODELL UNIT

THE "WHY" BEHIND THE ODELL UNIT

As students enter middle school ELA, we ask so much more of them! They need to move from reading to understand and summarizing information into analysis. We also wanted to expose students to increased rigor in their reading materials and expose them to a variety of text types, including more informational texts.

GOALS OF THE UNIT

Students learn how to read closely for details and then choose carefully selected evidence to form claims. They also learn how to properly support these claims with evidence and reasoning. This is challenging work!

Students completed two column notes, filled in Odell tools, wrote analysis and comparative paragraphs, became an expert on a chosen text and participated in class discussions where they presented their learning to their peers.

STUDENT CENTERED LEARNING

DEEPER LEARNING IN ACTION

AUTHENTIC APPLICATION

Connecting classroom texts and concepts to living animals and real environmental systems.

INTERDISCIPLINARY THINKING

Integrating literacy, scientific observation, animal behavior, and ecological relationships.

INQUIRY & EVIDENCE

Creating opportunities to ask questions, make observations, and refine explanations using evidence.



CONNECTION TO SIP

SIP PRIORITIES

Equity

- Expands access to meaningful experiences that connect academic content to the world beyond school.







Belonging

- Provides a shared grade-level experience that can strengthen curiosity, relationships, and connection to school.

STUDENT VOICE

REFLECTING ON OUR LEARNING

How did your classroom learning connect to your experience at Wolf Hollow, and what did you take away from the experience?



STUDENT VOICE

Jelayah Romero Rivera- 6 Blue
&
Mia Capunay- 6 Red

✦STUDENT REFLECTIONS

Let's hear from some 6th grade students about their experiences. They will share then take questions if time permits.

- *What I learned in the Odell unit was...*
- *What I learned about wolves from the field trip to Wolf Hollow was...*
- *My overall takeaways from these experiences are...*



THANK YOU

ANY QUESTIONS?