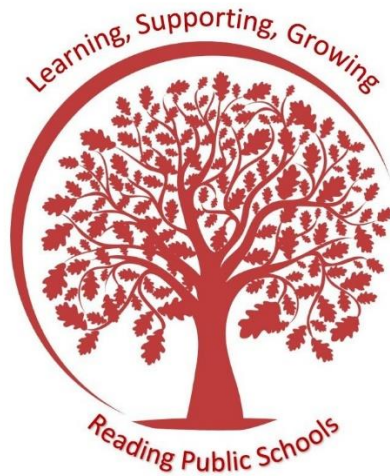


Reading Public Schools
School Committee Meeting Packet
April 14, 2022



Open Session 7:00p.m.

RMHS Schettini Library



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2022-04-14

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Thomas Wise, Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

7:00 p.m.	A.	Call to Order
7:00 p.m.	E.	New Business 1. Presentation & Approval of Reading Education Foundation Grant
7:10 p.m.	D.	Old Business 1. RMHS Track Naming Nomination a. Discussion & Vote on Nomination b. Vote to Form RMHS Track Naming Advisory Committee (if necessary) c. Appoint School Committee Member(s) to RMHS Track Naming Advisory Committee (if necessary) 2. FY22-FY23 Kindergarten Enrollment Final Update
7:40 p.m.	B.	Public Comment Consent Agenda 1. Minutes (03-24-2022) 2. Request to Surplus Property 3. Water Refilling Stations Donation 4. Baseball Coaches Donation 5. Williams Syndrome Awareness Music Donation Reports 1. Student 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Director of Finance and Operations 5. Superintendent 6. Liaison/Sub-Committee
8:00 p.m.	E.	New Business

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.

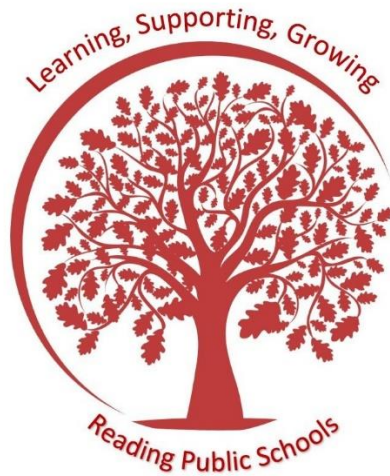


Town of Reading Meeting Posting with Agenda

		<ol style="list-style-type: none">1. Vote on Last Day of School2. Literacy Update3. School Choice Discussion & Vote4. Student Services Update
	F.	Information / Correspondence <ol style="list-style-type: none">1. Email from Rebecca Liberman – RE: Please temporarily bring back mask requirement in schools as the new variants spread
9:30 p.m.		Adjourn

**Times are approximate

Reading Public Schools
School Committee Meeting Packet
April 14, 2022



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2022-03-24

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Erin Gaffen, Tom Wise, Carla Nazzaro, Chuck Robinson, Shawn Brandt and Sarah McLaughlin

Members - Not Present:

Others Present:

Superintendent Tom Milaschewski, Assistant Superintendent Sarah Hardy, Director of Human Resources Michelle Roach, and Smirtha Srinivasan

Minutes Respectfully Submitted By: Samantha LaPierre on behalf of the Chair

Topics of Discussion:

A. Call to Order

Chair Wise called open session to order at 7:02p.m. and reviewed the agenda.

B. Routine Matters

1. Public Input

Mr. Wise called for public comment.

2. Consent Agenda

Mr. Brandt moved, second by Mr. Robinson to approve the consent agenda. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

3. Reports

Mr. Brandt moved, seconded by Mr. Robinson to take out of order the student report. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson and Mr. Wise.

Smirtha Srinivasan stated that last Friday Mr. RMHS took place, there were 9 contestants and she said it was very entertaining. Spring sports tryouts and practices have started. Tomorrow there will be a karaoke night at the high school, 7:30-9:30pm and all students grades 8-12 are welcome, admission will be \$5. Smirtha stated that everyone is enjoyed to new comfort dog and his presence around the schools.

Dr. Milaschewski gave a shout out to all of the middle school Parker students who participated in High School Musical 2, he said it was a great show and the students put on an wonderful performance. Dr. Milaschewski stated that the leadership team has been ramping up our efforts to encourage families to enroll in Kindergarten and made an announcement to help spread to word to any incoming kindergarten families.

Mrs. Nazzaro stated the bi-law committee is tonight, and she would provide an update in the next meeting. She stated she attended the democratic town meeting.

Mrs. Gaffen – No Report

Mr. Wise thanked the community for all of the volunteers who participated at the robotics competition.

Mr. Robinson stated Recreation committee met.

Ms. McLaughlin – No Report

Mr. Brandt stated Reading ARPA advisory committee met last night and has began discussions of what the priorities are to fund with the ARPA dollars. The next ARPA advisory committee meeting is on March 29th.

Dr. Hardy stated she attended the robotics competition over the weekend, she said it was a really great event with 40 teams participating. She stated that RPS is rolling out an implementation of the new math program, and they have began to move ahead to model that for literacy. The first Reading in Reading committee, literacy leadership to LLT has had 2 meetings, April 14th meeting will have a detailed update from the work of the committee and the next steps.

C. New Business

1. Presentation on Request to Name the Reading Memorial High School Track

Mr. Brandt moved, seconded by Mr. Robinson to take out of order item E1 – Presentation on request to name the Reading Memorial High School Track. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson and Mr. Wise.

Mr. Carl McFadden and Mr. John Fiore presented a request to have the track at Reading Memorial High School named after veteran Hal Croft. Mr. McFadden provided background on the service that represented Mr. Croft’s commitment to the Town of Reading and to the country.

2. Student Resource Officer Annual Update

Mr. Brandt moved, seconded by Mrs. Nazzaro to take out of order item E2 – Student Resource Officer Annual Update. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson and Mr. Wise.

SRO Brian Lewis presented an overview of their work in the schools this year. Officer Lewis introduced “Cooper the Comfort Dog” to the school committee and stated it has been a great tool for communication over the past week and the students are really enjoying having Cooper in the buildings.

Dr. Milaschewski stated there would be a change in the ALICE drill protocol, he stated that students at the elementary level will not participate in live drills, and it will be focused on staff and teacher training only.

3. Student Opportunity Act Submission Review, Discussion and Vote

Dr. Hardy presented an outline of the Student Opportunity Act plan submission as it relates to the required elements. The Student Opportunity Act is a new plan in the Commonwealth's commitment to ensure that every student in the state experiences high- quality learning opportunities to lead to success. The SOA Plan is the legislative requirement for districts to develop 3-year plans and to provide annual updates to DESE describing progress in implementing programs that results in closing identified gaps for student groups.

The 2022 SOA plan components include:

1. Intentionally focus on students' groups
2. Adopt, deepen, or continue specific evidence-based programs to close opportunity and achievement gaps
3. Monitor success in reducing disparities in achievement among student subgroups
4. Engage families, particularly those families representing student subgroups

Mr. Brandt moved, seconded by Mrs. Nazzaro to approve the Student Opportunity Act Submission as presented. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson and Mr. Wise.

D. Personnel Action

1. Vote on Memorandum of Understanding with Reading Cafeteria Employees, AFSCME, Council 93, Local 1703

Mr. Robinson provided a brief outline of the new Memorandum of Understanding with the Reading Cafeteria Employees. The MOA is the request of the contractually promised Joint Labor Management Committee discussions over the last few months.

Mr. Brandt moved, seconded by Mr. Robinson to approve the Memorandum of Understanding with Reading Cafeteria Employees, AFSCME, Council 93, Local 1703. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson and Mr. Wise.

2. School Committee Assignment to Joint Labor Committees

Ms. Roach provided an overview of the Joint Labor Management Committees required under the agreement between Reading School Committee and Reading Teachers Association. The committee was asked to name one member to serve on each of these committees.

Mr. Wise asked if any member had a preference of which committee they would like to serve on.

Mrs. Nazzaro and Mrs. Gaffen expressed interest in the Teacher Assessment Process, Mrs. Nazzaro was appointed.

Mr. Brandt and Mr. Robinson expressed interested in the RTA Salary Schedule, Mr. Brandt was nominated.

Ms. McLaughlin expressed interest in the caseloads and was nominated.

Mrs. Gaffen was nominated to serve on the Professional Development ongoing committee.

Mr. Robinson was nominated to serve on the Technology Impact ongoing committee.

3. FY22 Quarterly Personnel Update

Ms. Roach walked the committee through the human resources quarterly dashboards which includes all relevant human resources actions between the dates of July 1, 2021 through March 18, 2022. She reviewed the current open positions available in the district and provided an update on staffing and recruitment strategies. The dashboards and full list of open positions are included in the packet.

Adjournment

Mrs. Gaffen moved, seconded by Ms. McLaughlin to adjourn. The roll call vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

The meeting adjourned at 9:00p.m.

NOTE: The minutes reflect the order as stated in the posted meeting agenda not the order they occurred during the meeting.

Link to meeting video: [School Committee 03-24-2022 - YouTube](#)

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Susan Bottan, Director of Finance and Operations
CC: Thomas Milaschewski, Superintendent of Schools
DATE: April 14, 2022
RE: Surplus Property

The Reading Memorial High School's Fine and Performing department has identified eleven Nikon cameras that are in disrepair. The Reading Educational Foundation awarded a grant totaling \$13,980 to replace the broken cameras with new upgraded digital cameras. In compliance with the surplus disposition requirements of Massachusetts procurement law MGL Chapter 30B, we ask that the School Committee declare the items outlined below as surplus property:

<u>Item</u>	<u>Model</u>	<u>Age</u>	<u>Quantity</u>	<u>Reason for Surplus</u>
Nikon Camera	D3200	10 years	11	cracked LCD, broken flash

Once so declared, the school department will take the required steps to dispose of these items in accordance with the laws and regulations of the Commonwealth of Massachusetts.

Please feel free to contact me with questions about this request.

Thank you.

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

Please accept this donation on behalf of the Parents of the Joshua Eaton Community. We appreciate the clean new water refilling stations!

The amount is equal to that of the 4 station plus 12 orders of filters, in the amount of \$6,831.14.

Thank you!

Casey Prescott

JE PTO treasurer

Joshua.Eaton.PTO@gmail.com



The Friends of Reading High School Baseball, Inc.

P.O. Box 133

Reading Ma, 01867

March 7, 2022

Dr. Thomas Milaschewski
Superintendent
Reading Public Schools
82 Oakland Road | Reading, MA, 01867

Dear Dr. Milaschewski,

The Friends of Reading High School Baseball would like to donate \$7,562.54 to the reading public schools. We request that this money be used to pay for three assistant coaches in the baseball program. Two varsity assistants Mr. Adam Halley and Mr. Patrick Mahoney salary of \$2,908.67 each. And a junior varsity assistant Mr. Nathan Terry salary of \$1,745.20. All additional taxes have been added to our donation.

We appreciate the opportunity to contribute to the Reading High School athletic program. If there are any questions or concerns, please feel free to contact me at any time.

Sincerely,
Dan Webb

President Friends of Reading High School Baseball




Thomas Milaschewski, Ed.D
Superintendent

WOOD END ELEMENTARY SCHOOL
85 Sunset Rock Lane, Reading, MA 01867
Tel: 781-942-5420 Fax: 781-942-5428

Joanne E. King, Ed.D
Principal

MEMO

To: Susan Botta, Director of Finance and Operations

From: Joanne King, Principal 

Date: March 15, 2022

RE: Donation of Music

May is Williams Syndrome Awareness Month. In honor of it, Maria and Ryan Morgan would like to donate one hour of music enrichment to their son's kindergarten classroom. The company providing the music enrichment is Roman Music Therapy and the cost of the program is \$250 which the Morgan's will pay. Attached is an email that we received from Mrs. Morgan with information concerning Williams Syndrome and the music program. We ask that the School Committee approve the music enrichment, which is scheduled for Friday, May 20, 2022.

Thank you.

Finigan, Lisa

From: Maria Morgan <mariacmorgan@yahoo.com>
Sent: Wednesday, April 6, 2022 5:06 AM
To: King, Joanne
Cc: morganr1@me.com; MacGregor, Joshua; Finigan, Lisa
Subject: Proposal for Williams Syndrome Awareness Event

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear Dr. King:

May is Williams Syndrome Awareness Month. In honor of it, we would like to provide a special Williams Syndrome Awareness opportunity for Mrs. Bielicki's classroom.

According to the Williams Syndrome Association's website (<https://williams-syndrome.org/life-with-ws>), Williams syndrome (WS) is a genetic condition that is present at birth and can affect anyone. It is characterized by medical problems, including cardiovascular disease, developmental delays, and learning challenges. These often occur side by side with striking verbal abilities, highly social personalities, and an affinity for music.

Also,

WS affects 1 in 10,000 people worldwide – an estimated 20,000 to 30,000 people in the United States. It is known to occur equally in both males and females and in every culture.

Additionally,

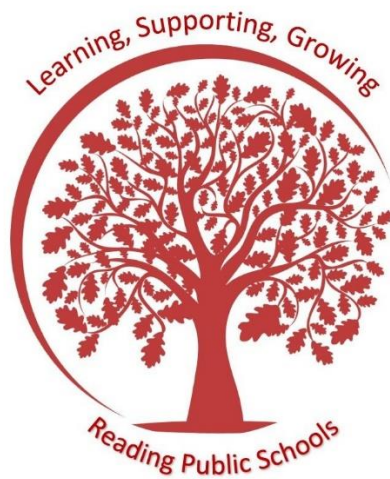
Most individuals with Williams syndrome have an affinity to music. They are touched by music in ways not usually seen in the general population.

Like so many individuals with Williams Syndrome, our son Jonas demonstrates a great love of music. Given that, we think that using music would be a wonderful way to introduce a celebration of Williams Syndrome to his peers. To this end, we would like to donate to Mrs. Bielicki's kindergarten class an hour of music enrichment in honor of Williams Syndrome Awareness Month on Friday, May 20, 2022. We would cover the \$250 cost of the program which would be delivered by Roman Music Therapy. We would forward you a confirmation letter from Roman Music Therapy once we receive it.

Thank you for considering this request. If approved, we believe it will be a meaningful experience for all involved.

Sincerely,
Maria and Ryan Morgan

Reading Public Schools
School Committee Meeting Packet
April 14, 2022



Old Business



Administrative Offices
82 Oakland Road
Reading, MA 01867
781 944-5800

READING SCHOOL COMMITTEE

Thomas Wise Chair
Shawn Brandt Vice-Chair

Erin Gaffen
Sarah McLaughlin
Carla Nazzaro
Charles Robinson

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Thomas Wise, Reading School Committee Chair
DATE: April 11, 2022
TOPIC: Reading Memorial High School Track Naming – Next Steps

At our meeting on Thursday, the 24th of March, we heard the request to name the Reading Memorial High School Track after Hal Croft. At our meeting this coming Thursday, the 14th of April, we will move forward with the next steps in that process. We will continue to align our next steps with the process laid out in [Policy FF – Naming of Facilities or Places within or on School Property](#). In particular, the relevant next steps are Section C.7. and C.8. of the Policy which are:

C.7. At a subsequent School Committee meeting, nominations will be discussed and voted on as to whether or not to be considered, at which time the chair will call for a vote to either accept the nominations on the table or not. Accepted nominations will be handed over to a subcommittee to be named by the chair for further study and to make recommendations to the School Committee.

C.8. This subcommittee should include, but is not limited to, one member of the School Committee, the building principal of the school, one member of the Board of Selectmen, one local business leader, one student representative from the appropriate school building under consideration and one member of the historical commission.

The first step in our process on Thursday will be the discussion and vote on whether to accept the nomination. Then, as C.7. clearly documents, if we accept the nomination, we are to put together a subcommittee to further study the nomination and make a recommendation to the School Committee as a whole. However, while the language above calls the committee creation a subcommittee, by nature of the constituents (specifically including people that are not members of the School Committee), it cannot be a regular subcommittee and must be an advisory committee instead. Therefore, with respect to the formation, we will follow the [Policy BDF – Advisory Committees to the School Committee](#) and the [Reading Home Rule Charter](#).

There are two provisions of the Charter that are applicable to this advisory committee:

4.14 Other Boards or Committees

Any of the elected boards or committees authorized by Article 3 may establish and appoint or dissolve boards or committees from time to time for a specific purpose. *Members of such boards or committees shall reside in the Town of Reading at the time of their appointment and during their term of office.*

The appointing authority of any such board or committee shall, in advance of the first meeting of said board or committee and annually thereafter, report the purpose, membership and contact information of said board or committee to the Town Clerk.

8.10 Vacancies on Boards or Committees

Whenever a new board or committee is established, or a vacancy occurs on any existing board or committee, *the appointing authority shall forthwith cause notice of the vacancy to be publicly available for not less than fifteen (15) days.* Any person who desires to be considered for appointment to the position may, prior to the time the position is actually filled, file with the Town Clerk a statement setting forth his interest in and qualifications for the position.

We have a conflict in terminology between Policy FF and Policy BDF. Policy FF says, “Accepted nominations will be handed over to a subcommittee *to be named by the chair* for further ...” while Policy BDF says, “*Appointments to such committees will be made by the Committee.*” Throughout this process it is my expectation that we will take the more inclusive Committee approach for the final appointment once the constituent recommendations or ex-officio assignments are known. Therefore, while we may form the advisory committee during this meeting, we will vote on the official appointments during our next meeting on May 9th.

We also have a conflict between the Charter and Policy FF with respect to membership. Fortunately, Policy BDF gives us an avenue to resolve that conflict. Policy FF calls for “the building principal of the school” to be a member of the Committee. However, the Charter, expressly forbids non-residents from being on boards or committees. Fortunately, Policy BDF allows for “Members of professional staff may be appointed to the committee as members *or consultants*, as found desirable.”

Given all the above, the advisory committee make-up, at a minimum, would be:

Committee Constituent	Role	Recommending Body or Individual
School Committee Member (ex-officio)	Member	School Committee Chair
RMHS Principal – Kevin Tracey	Consultant	School Committee Chair
Select Board Member (ex-officio)	Member	Select Board
Local Business Leader	Member	School Committee Chair*
RMHS Student Representative	Member	RMHS Principal
Historical Commission Member (ex-officio)	Member	Historical Commission

*This recommendation will take place after reviewing applicants received in alignment with Section 8.10 of the Reading Home Rule Charter.

Since the language in Policy FF says, “but is not limited to,” I would encourage each of you to consider if you believe the advisory committee requires any further membership to be complete. We can then engage in a discussion on that prior to the official formation of the advisory committee.

Additionally, the below is the proposed charge for the advisory committee in alignment with Section 6 of Policy BDF:

Length of Service: Through August 2022.

Assignment: Consider the nomination to name the RMHS Track after Hal Croft in alignment with Section A and B of Policy FF of the Reading School Committee. Those sections are:

- A. *A person, living or deceased, for whom a public school may be named or a room or area of a school campus dedicated, must have made significant contributions to education in the Reading Public Schools. Evidences of such contributions may include, but are not limited to, the following:*

- a. *Extraordinarily effective and dedicated service to and/or on behalf of the youth in the Reading Public Schools.*
 - b. *Persistent efforts to sustain a quality system of public education for all youth and to improve programs and services for them.*
 - c. *Demonstrated understanding of the essential nature of public education in the perpetuation of our democratic form of government.*
- B. *The nominee must otherwise be worthy of the honor of having a school named for him/her or a room or area dedicated to him/her. Evidence of such attributes should include, but are not limited to, the following:*
- a. *Superior levels of performance in strengthening and supporting the public schools.*
 - b. *Effective citizenship*
 - c. *Community service*
 - d. *Excellent character and general reputation*
 - e. *High standards of ethics*

As part of the consideration, execute appropriate research and gather necessary public feedback and input to form a recommendation for the School Committee with respect to this topic.

Resources: The Committee, through its work with the Administration, shall aid with meeting notices and meeting locations. Additionally, the Committee will provide all letters of support or other such materials it receives which will enable the advisory committee to assess community support and alignment with Sections A and B of Policy FF.

Dates for Major Reports: The Committee wishes to receive the final recommendation by the end of August 2022 at a yet to be scheduled regular School Committee meeting.

Governing Policies: It is recommended that the advisory committee leverage the following policies throughout their process:

Policy BEDH – Public Comment at School Committee Meetings

Policy JIB – Student Involvement in Decision Making

Policy KCB – Community Involvement in Decision Making

Additionally, it is required that the advisory committee operate in compliance with MGL 30A:18-25 (Open Meeting Law).

Press Releases: The advisory committee shall not provide a press release and defer all press inquiries to the School Committee via the School Committee Chair.

Finally, as the above is a draft, please feel free to come prepared with improvements or adjustment to the above for our incorporation into the definitive version of the charge for the advisory committee. Once the charge is finalized and the committee constituents are known, I will reach out to the Town Clerk, the Select Board, and the Historical Commission to start the process of building the committee constituency.

Thank you.



THE CROFT SCHOOL

March 31, 2022

To Whom It May Concern:

I am writing with full and enthusiastic support for re-naming the track at Reading Memorial High School in honor of Hal Croft.

I was an athlete of Mr. Croft from 1995-1998 and an English student of Mr. Croft during the 1997-98 school year. The depth and extent of how Mr. Croft impacted my development and self-perception is hard to measure and hard to put into words. At the most fundamental level, he was able to convince me (and my teammates and classmates) that just about anything can be accomplished with enough focus and hard work, and then provide me (and us) with the tools, environment, support, and tough love to bring that “cliché” to actual fruition. The fact that I was able to run a mile far more quickly than I ever imagined under his tutelage cemented within me a mentality and belief system that I was able to lean on in college, as a professional, and as a father and husband.

As you may be able to tell from the letterhead of this note, Mr. Croft’s impact on my life was so significant that, upon launching a new private school organization in 2018, I decided to name our schools in honor of Mr. Croft. We currently operate two highly-successful independent schools - The Croft School in Providence, RI, and The Croft School in Jamaica Plain, MA – and will be opening the third “Croft School” this fall in the South End neighborhood of Boston. Mr. Croft has been quite proud and excited by having these schools named after him; I can only imagine his sense of pride if the School Committee moves forward with naming the track after him.

Thank you for your consideration.

Sincerely,

Scott Given
Reading Memorial High School, Class of 1998

Mr. Thomas Wise, Reading School Committee Chair
Reading Public Schools
82 Oakland Road
Reading, MA 01867

March 25, 2022

Dear Mr. Thomas Wise,

My name is Michael Connelly and I am a lifelong Reading resident and graduate of Reading Memorial High School, class of 1999. I currently reside at 9 Tennyson Road, with my wife and three daughters, all students at Birch Meadow Elementary School. I am writing in support of the recent presentation made at the March 24, 2022 School Committee meeting to name the Reading Memorial High School Track facility after long-time teacher and Indoor and Outdoor Track Coach, Mr. Hal Croft. As a student athlete at Reading Memorial High School from 1995 to 1999, I had the privilege to be both taught and coached by Mr. Croft and I captained the 1999 outdoor boys track team.

Mr. Croft is highly deserving of such an honor. His impressive coaching resume and unprecedented success speaks for itself and is second to no one. Beyond the records, championships, and wins is a Coach, Mr. Croft that dedicated over forty years of his life to the indoor and outdoor track programs and its student athletes at Reading Memorial High School from 1970 to 2014. During his tenure, Mr. Croft touched the lives of so many students he taught in his high school English classes, as well as, mentored and coached on the track. To compete for Mr. Croft was truly an honor, and one that took much discipline, effort, and dedication. To be on the Reading Memorial High School boys track team during his tenure was truly part of something very special. All of the athletes understood that, and Mr. Croft's focus on team over the individual truly made every athlete realize to run track at Reading, meant you were part of something much larger than yourself; "a team".

Mr. Croft used coaching track and field to not only teach the strategies of running and techniques of field events, but to teach lifelong lessons to the students athletes on his team. He expected a lot from each athlete, did not accept excuses or anything short of one's best effort. As a result, many athletes were able to rise to the occasion and maximize their athletic abilities while under his care. Mr. Croft did not care for the term "Coach," instead he preferred to look at himself as a teacher first and a leader of young men. This, he truly was, and he positively influenced the lives of young men for over forty years in Reading. Being mentored and taught by Mr. Croft during my years at Reading Memorial High School, positively affected my own life in many ways and inspired me to pursue coaching in hopes I could also inspire the lives of young adults in the ways I observed Mr Croft do with so much success. I have also had the privilege of being the Reading Memorial High School Head Boys and Girls Cross Country Coach since 2004. In large part, it was the lessons I learned as a student athlete on Mr. Croft's track team that inspired me to pursue coaching; a position I have truly enjoyed for almost twenty years. I still attempt to instill the lessons learned as a runner

on Mr. Croft's team to the boys and girls on the cross-country team each fall. Lessons that emphasize the importance of team, preparation, hard work, and discipline.

It is for these reasons and more that I am in full support of the recommendation to name the Reading Memorial High School track facility after Mr. Hal Croft, an honor he truly deserves and one that I know personally would hold a great deal of meaning to him and his family. As the Reading School Committee prepares to make a decision and vote at an upcoming meeting in April, I respectfully request that you share with each member a copy of this letter. If you would like further information or if I can assist in any way, please do not hesitate to contact me at 781-983-8927.

Sincerely,



Michael A. Connelly
Heads Boys and Girls Cross Country Coach, Reading Memorial High School
Reading Memorial High School Class of 1999

C.c. Mr. Thomas Milaschewski, Superintendent of Schools
Carl McFadden

Email and attached letter from Michael Ensminger

RE: Reading Track - Hal Croft

From: Michael Ensminger <michael.ensminger@gmail.com>
Sent: Tuesday, March 29, 2022 11:49 PM
To: Wise, Thomas <Thomas.Wise@reading.k12.ma.us>
Cc: cmcfadden@readingbasketball.net; Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>
Subject: Reading Track - Hal Croft

Mr. Wise,

A former classmate and teammate of mine had reached out to me regarding a proposal to name the outdoor track at Reading Memorial High School in honor of Hal Croft. Please see the attached letter which voices my support for this move and provides a brief summary of my relationship with Mr. Croft. I hope this letter is considered as a part of this process and will be shared with any decision makers on this matter. I can assure you that there are many who feel the same about Mr. Croft as I do. This would be a most deserved honor for his services to Reading as both a teacher and coach.

Thank you for your consideration.

Mike Ensminger

On Apr 1, 2022, at 4:37 PM, Wise, Thomas <Thomas.Wise@reading.k12.ma.us> wrote:

Michael –

Thank you for this wonderful letter of support for proposal. We will make sure to share it with the rest of the School Committee, and with your permission, the Advisory Committee that would be reviewing this nomination if the School Committee votes to accept it.

Thank you again.

Thomas Wise

Chair
Reading School Committee



Email: thomas.wise@reading.k12.ma.us
SC Distribution List: schoolcommittee@reading.k12.ma.us
Mobile: (617) 869-6825
Reading Public Schools Website: <https://reading.k12.ma.us>

When writing or responding, please remember that the Secretary of State's Office has determined that email is a public record. This communication may contain privileged or other confidential information. If you are not the intended recipient, or believe that you have received this communication in error, please do not print, copy, retransmit, disseminate, or otherwise use the information. Also, please indicate to the sender that you have received this email in error, and delete the copy you received.

Michael Ensminger
252 Gray Street
North Andover, MA 01845

March 29, 2022

Mr. Thomas Wise
Reading School Committee Chair
Reading Public Schools
82 Oakland Road
Reading, MA 01867

Dear Mr. Wise,

My name is Michael Ensminger. I grew up on 6 Oakland Road and graduated from Reading Memorial High School in 1999 after spending my entire childhood in the Reading Public School system. While at RMHS, I was a part of the athletics program for the Fall, Winter, and Spring seasons during my freshman through senior years, specifically in the Football, Winter Track, and Spring Track programs. My senior year, I was named captain of the Winter Track team for the 1998-1999 season. While I have since moved to North Andover, my parents remain active members of the Reading Community and still live at my childhood address.

It has been brought to my attention from a former teammate of mine that there is a motion that has been brought to the School Committee to name the high school outdoor track after Hal Croft. When I heard this, I was somewhat confused. I wasn't confused as to why the track would be named after Mr. Croft, though. That makes all the sense in the world. I was confused as to why this hasn't happened years ago and confused as to who else the Town would ever possibly consider naming the track after.

Mr. Croft should need no formal introduction to the Committee. He dedicated his life to the Reading Boys Track program and to teaching High School English at RMHS (though certainly not in that order, if you ask him). The Streak of 29 consecutive years without a dual meet loss made Reading one of the most notorious track programs in the state. I was a part of the Streak from 1995-1999. My two older brothers were a part of the Streak before me. That level of success is unheard of in any sport for any school, let alone a public high school in suburbia. Quite simply, this does not happen without Hal Croft.

There was never really another option in my mind as to which sports teams I was going to sign up for in the Winter and Spring athletic seasons. I was running track. I was hardly the only person with that mindset. The Boys Spring team had around 100 kids on it. I didn't realize it at first, but this was not at all common. It didn't dawn on me how uncommon this was until we started competing against other Middlesex League teams. The biggest programs we faced maybe had half the athletes we did. Some of our school's best athletes gravitated towards Track because of The Streak, and because of Mr. Croft.

I have many memories from my time on those teams. I remember Mr. Croft making me run some of the hardest workouts I've ever run. I remember running outside in the snow. I remember Marc Jellison breaking his dad's school long jump record. The track records were posted on the walls of the Field House, and I remember having conversations with my teammates about them. Some of these records were set

back in the 1970s, years before I was born. I remember thinking to myself that the team I was on had not lost since those records were set. I also distinctly remember not wanting to be on the team that ultimately lost.

However, don't be fooled. The Streak is not what made Hal Croft the best coach I've ever had. I actually have the unfortunate claim to be the anchor leg of the 4x400 relay team that "lost" to Woburn during the controversial Spring dual meet of 1998. If you are unfamiliar with the structure of a track dual meet, the 4x400 is the final event. To be honest, we were not expected to win that particular race. Woburn had a strong 4x400 team. Mr. Croft's intent was to use our best 400 meter runners earlier in the meet in an effort to clinch the win prior to the 4x400 (yes, there is such a thing as Track strategy). His plan appeared to have worked, when our team seemed to have wrapped up the meet by placing 1st and 2nd in the 2 Mile event, which was the second to last event.

Our celebration was short lived. The meet official made a dubious disqualification of my teammate that won the 2 Mile race. Suddenly, the 4x400 relay mattered. I was a Junior, and I was maybe the 7th or 8th best 400 runner on the team. Now I was going to be running the anchor leg against one of the best 400 meter runners in the state to keep a 27 year old winning streak alive. I had a 15 meter lead when I was handed the baton, and I was about that same distance behind the Woburn runner when I crossed the finish line. Regardless of what was expected of me, I was the guy that lost The Streak.

The Streak is not what makes Mr. Croft the best coach I've ever had. He's the best coach I've ever had because of the way he treated me in the moments after that race. I can't say I remember the exact words he said to me. I was pretty inconsolable. What I do remember is that he said the last time he saw looks on young men's faces like that was Vietnam. He made it clear that this loss was not my fault, and that I had been put into an impossible position.

In the days after, he stood up for our team and submitted an appeal of the dubious disqualification on our behalf. Thankfully, the whole meet was filmed by a parent. The story of the loss became a national headline. I don't remember how long the appeal took, but it felt like ages. However, the appeal was ultimately successful, and I think it's safe to say that I was the second most relieved person on the team behind only my teammate that got disqualified.

I could probably list off another dozen Hal Croft stories, but that was easily the most impactful to me. My parents still live on Oakland Road next to the High School. Every time I drive to their house, I pass by that track, and every time I relive some sort of track memory. Hal Croft was instrumental to some of my most formative years as a young man. He instilled a certain mindset of tenacity and perseverance in me that I carry to this day. His track program gave that to me, and I am not alone. I can guarantee you that there are thousands of Reading Boys Track alumni that feel the same way every time they see that track. He helped generations of Reading students and athletes to develop skill sets they have used for life.

Hal Croft is Reading Track. To me, the question isn't whether the track should be named after him. The question is: why has it taken this long?

Sincerely,



Michael J. Ensminger

Email from Lorraine Horn

RE: Support for Hal Croft naming of track at RMHS

From: Lorraine Horn <Lhorn@rfamily.net>
Sent: Sunday, April 10, 2022 1:13:13 PM
To: cmcfadden readingbasketball.net <cmcfadden@readingbasketball.net>
Subject: Support for Hal Croft naming of track at RMHS

April 10, 2022
To the RMHS School Committee,

I am writing in support of the naming of track at RMSH after Hal Croft. My acquaintance with Hal was as a neighbor and being a parent of a track student athlete from 2000 to 2005. Hal has contributed much to this community as well as being a decorated Veteran, setting high standards for his student athletes both young boys and girls.

I assisted in his campaign as school committee back in the day as well.

Reading would be proud to have the name Hal Croft associated with RMHS track.

Thank you.

Best,
Lorraine Horn
99 Beaver Rd
Reading

From: Milaschewski, Thomas
Sent: Monday, April 11, 2022 4:34 PM
To: cmcfadden readingbasketball.net <cmcfadden@readingbasketball.net>; Lorraine Horn <Lhorn@rfamily.net> **Cc:** Wise, Thomas <Thomas.Wise@reading.k12.ma.us>
Subject: RE: Support for Hal Croft naming of track at RMHS

Hi Carl,

Thanks so much for sending along this thoughtful note from Mrs. Horn. I am CCing our School Committee Chair, Tom Wise, so he is in the loop.

Best,
Tom

Email from Samuel Horn
RE: Reading Track - Croft

From: Samuel Horn <samhorn31@gmail.com>
Sent: Wednesday, April 6, 2022 11:22 AM
To: cmcfadden@readingbasketball.net; Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>
Subject: Reading Track - Croft

Dear Mr. Thomas Milaschewski,

I hope you are well. I wanted to first start by congratulating you on becoming Superintendent and all that you have accomplished thus far during such a difficult time. The past two years were anything but normal, especially in the school system, but you as a leader navigated the storm. With two children already in the school system and soon to be a third, I think it is great to have someone with youthful energy in the community, much like when John Doherty took over as Principal of Coolidge.

By way of background, I grew up in Reading and graduated with the Class of 2006. During my time at Reading Memorial, I competed with the Track & Field team under Coach Hal Croft and was a three-sport captain including Cross Country. Hal Croft made me the person I am today, full stop. Many High School track coaches focus on a few athletes and develop them to their full potential; I have seen time and time again that the athletes that follow this path quickly burn out in college. Hal would develop a team to win, which would serve as a springboard for athletes to maintain a winning attitude in the future. To show our gratitude to the school and to Hal, as a family, we contributed the Lynx timing system during the resurfacing in '05.

For decades Hal brought comradery, a winning spirit, and structure to young men from 1971-2014, which I believe is vital to the development of high school men and is often underappreciated. There are few individuals who have accomplished so much in their life from competing for Villanova to becoming a Marine and holding a winning streak of 252 dual-meets, all the while teaching and being a father to children in the school system. For someone who has devoted so much of his life to the town and community we owe it to him and make sure his legacy carries on as *The Hal Croft Track & Field*.

Please feel free to reach out to discuss any details. Thank you for your time!

Kind regards,

Sam Horn
+1 (617) 869-3959
Samhorn31@gmail.com

On Wed, Apr 6, 2022 at 8:39 PM Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us> wrote:
Hi Sam,

I appreciate you reaching out to introduce yourself and for putting together this thoughtful narrative on Hal. I am particularly struck by all of the ways that Hal shaped you, and many others, in such positive ways through his coaching. I have truly enjoyed reading the letters like this that have poured in over the past few weeks sharing the impact of Hal on their lives.

I am CCing our School Committee Chair, Tom Wise, so he is in the loop on your correspondence as well.

Thanks again for taking the time to put this together – I hope to meet you and your family around town sometime soon!

Best,

Tom

From: Samuel Horn <samhorn31@gmail.com>
Sent: Thursday, April 7, 2022 4:08 PM
To: Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>
Subject: Re: Reading Track - Croft

Hi Tom,

It was my pleasure to write the note on Hal. He truly is a remarkable individual. Absolutely, I will try to get more active in the community as I do feel it is important to give back. I am going to make a point to attend some meeting to sit in soon. Thank you again!

Sam Horn
+1 (617) 869-3959
Samhorn31@gmail.com

From: Milaschewski, Thomas
Sent: Friday, April 8, 2022 8:47 AM
To: Samuel Horn <samhorn31@gmail.com>
Subject: RE: Reading Track - Croft

Hi Sam,

Sounds great – I look forward to meeting you soon!

Best,
Tom

Email from Bernie Horn

RE: Reading High School track field naming

From: Bernie Horn <bernie@rfamily.net>

Sent: Wednesday, April 6, 2022 7:24 PM

To: cmcfadden@readingbasketball.net; Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>

Subject: Reading High School track field naming

To whom it may concern,

I am told the town is considering naming the track at the high school in honor of the long-tenured track and field coach Hal Croft. I fully support this decision. Hal has one of the most successful coaching records in the nation in any sport. I witnessed his coaching and mentoring abilities prior to, during, and after I had children in the high school. Hal was a great influence in the lives of students for approximately one quarter of a century. With a son on all three track teams, I was able to witness first hand his indelible influence on the lives of his in-class students and on the field as athletes. His impact was life-long. I can think of no other person in the history of Reading who is more deserving to have the track named in their honor than Hal Croft.

Thank you.

Bernard R. Horn, Jr.

99 Beaver Road

Reading, MA 01867

7819445681

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Bernie Horn

bernie@rfamily.net

From: Milaschewski, Thomas

Sent: Thursday, April 7, 2022 8:13 AM

To: Bernie Horn <bernie@rfamily.net>; cmcfadden@readingbasketball.net

Cc: Wise, Thomas <Thomas.Wise@reading.k12.ma.us>

Subject: RE: Reading High School track field naming

Hi Bernie,

Thanks for reaching out to share this support of Hal. I am CCing our School Committee Chair, Tom Wise, so he is in the loop on your support.

Best,

Tom

NAMING OF FACILITIES OR PLACES WITHIN OR ON SCHOOL PROPERTY

Naming a school or places within a school or on school property is an important matter that deserves thoughtful attention. A name associated with educational significance or inspiration should be chosen. The Committee also feels that it is appropriate to name a school, or a section of a school, for physical locations; geographical areas; distinguished local, state, and national leaders whose names will lend dignity and stature to the school; outstanding educators associated with the school, or significant or pertinent events.

The Committee also feels that in appropriate circumstances, naming rights to school buildings, fields, rooms, or structures thereof might be licensed to a corporation or other entity in return for a fee. Two such examples could be the Reading Memorial High School Fine and Performing Arts Center or the Reading Memorial High School Football Stadium. In these cases, the Committee recognizes that the nature and reputation of any such entity seeking to license these naming rights must be consistent with the educational mission of the Reading Public School District.

The Superintendent will prepare for the approval of the Committee a transparent, orderly and public process to follow in recommending names for school buildings, fields, rooms, or structures of an existing school campus.

The Committee encourages and supports community participation and involvement in this process. The Committee believes that members of the community should have the opportunity to present suggestions for names of public school facilities and/or dedication of rooms or areas within a school facility. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name. In the naming of public school facilities or dedication of a room or area within a school facility, if the name of a person is to be used, the following criteria will be applied in the selection of a person(s) to be so honored:

- A. A person, living or deceased, for whom a public school may be named or a room or area of a school campus dedicated, must have made significant contributions to education in the Reading Public Schools. Evidences of such contributions may include, but are not limited to, the following:
 - a. Extraordinarily effective and dedicated service to and/or on behalf of the youth in the Reading Public Schools.
 - b. Persistent efforts to sustain a quality system of public education for all youth and to improve programs and services for them.
 - c. Demonstrated understanding of the essential nature of public education in the perpetuation of our democratic form of government.
- B. The nominee must otherwise be worthy of the honor of having a school named for him/her or a room or area dedicated to him/her. Evidence of such attributes should include, but are not limited to, the following:
 - a. Superior levels of performance in strengthening and supporting the public schools.
 - b. Effective citizenship
 - c. Community service
 - d. Excellent character and general reputation
 - e. High standards of ethics
- C. The following procedure shall be followed when there is a formal request to have a building, field, structure, room or other such edifice or area dedicated to an individual:

1. Buildings, fields, rooms, or structures that already have a commonly accepted name will not be eligible for nominations. However, there may be times when buildings, fields, rooms or structures already having a commonly accepted name may be reconsidered to have said name removed. The process used to remove a name from an edifice should be consistent with the process used to recommend a name as outlined in sections C5-C10 listed below. When the Committee is reconsidering an existing name, they should follow the guidelines as stated in sections A and B of this policy to determine if the existing name is still appropriate for the current situation and conditions. Once an existing name is removed by the Committee, then the edifice is eligible again for nomination.
2. Only buildings, fields, structures, rooms or other such edifices on school department property can be considered for nomination.
3. Nominations for naming of buildings, fields, structures, rooms or other such edifices will appear once annually on the school committee's agenda, usually during the first quarter of the school year.
4. At least thirty (30) days prior to the scheduled School Committee meeting, a public notice will be sent out through a variety of media and electronic means soliciting nominations.
5. All parties who are interested in submitting nominations should send a written explanation outlining the specific reasons why the area should be dedicated to a particular individual to the chairman of the School Committee and the Superintendent of Schools, who will meet with the individual or individuals making the request and following that discussion place the request on a School Committee agenda.
6. At the scheduled School Committee meeting, nominating parties will be allowed 10 minutes to present their nomination to the School Committee. The Committee will only ask clarifying questions, not engage in discussion or make decisions.
7. At a subsequent School Committee meeting, nominations will be discussed and voted on as to whether or not to be considered, at which time the chair will call for a vote to either accept the nominations on the table or not. Accepted nominations will be handed over to a subcommittee to be named by the chair for further study and to make recommendations to the School Committee.
8. This subcommittee should include, but is not limited to, one member of the School Committee, the building principal of the school, one member of the Board of Selectmen, one local business leader, one student representative from the appropriate school building under consideration and one member of the historical commission.
9. All subcommittee meetings are public meetings and are subject to the regulations of the Open Meeting Law. Regular updates on the progress of the subcommittee will be given at School Committee meetings.
10. Upon having had time to reach a recommendation, the subcommittee will be scheduled to present to the entire School Committee, at which time the board will enter into discussion and a motion will be made regarding the subcommittee's recommendations. During this meeting any other interested parties will be given an opportunity to voice support or opposition to the nominations, and the School Committee will vote on whether or not to accept the nomination and as a result, name whatever building, field, room or structure that is being considered.

Adopted by the Reading School Committee on September 28, 2006
Revised by the Reading School Committee on September 13, 2010

ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the School Committee upon recommendation of the Superintendent, designee, or School Committee Chair (if it is an advisory committee where the Superintendent is not a participant)
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
 - a. The length of time each member is being asked to serve.
 - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
 - c. The resources the School Committee will provide.
 - d. The approximate dates on which the School Committee wishes to receive major reports.
 - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
 - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.

8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

LEGAL REF.: M.G.L. [30A:18-25](#)

CROSS REF.: [JIB](#), Student Involvement in Decision-making

Approved and Accepted by the Reading School Committee on December 17, 2020

PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. School Committee meetings, including executive sessions are conducted in accordance with the Massachusetts Open Meeting Law.

The School Committee desires and encourages 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 from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public.

Public Comment is intended to offer citizens an opportunity to express their opinion on issues of School Committee business. Should the Chair believe that an issue or question falls outside the purview of the School Committee, he/she may request that citizens direct it to the appropriate person or body so that the matter is given proper consideration.

The following process will govern Public Comment and participation at School Committee meetings:

1. The School Committee will have a 15-minute Public Comment section at each School Committee meeting, which shall generally follow the opening of the meeting. Any extension of time shall be determined by the Chair.
2. A sign-up sheet will be available as people enter the meeting, and people will speak in the order they sign up, unless more than one person wishes to speak on a single topic, in which case the Chair may call them together.
3. Any person wishing to speak must identify him or herself by name and address, and specific interest for wishing to speak. The Chair will favor, in no particular order, those speakers who are Reading residents, or, in appropriate circumstances, Town of Reading employees, parents, or guardians of Reading Public School students, or Reading Public School students.
4. Speakers will be allowed up to three (3) minutes to present their material. The presiding Chair may permit extension of this time limit.
5. Comments longer than three minutes may be presented in writing to the Committee before or after the meeting for Committee members to review and consider at an appropriate time.
6. Topics for discussion during the fifteen-minute public comment segment of the agenda must be limited to those items not listed on the School Committee agenda for that meeting.
7. Public Comment shall be limited to items that are within the School Committee's authority. Areas that are within the School Committee's authority are: District educational goals; policies; budget of the Reading Public Schools; and the performance of the Superintendent.

8. All speakers are encouraged to present their remarks in a respectful manner.
9. All remarks will be addressed to the Chair of the School Committee. Responses to concerns will be made only by the Superintendent or Chair of the meeting, or other members at the Chair's discretion. While the Committee and/or administration will not typically respond to citizen comments or questions posed at Public Comment, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if he/she deems it expeditious.

In addition to the Public Comment section at each meeting, the public is invited to remain for the whole meeting and may be invited to speak on any docketed issue, at the discretion of the Chair. Should the Chair invite comments on docketed items, he/she will request that individuals in attendance who wish to speak signify as such by raising their hand, identifying him or herself by name and address, and specific interest for wishing to speak.

Cross Reference: BBA-School Committee Power and Duties
 ACAB/ACAC-Harassment and Grievance Procedures
 GBD-School Committee/Staff Communication
 GBK-Staff Complaints and Grievance

Adopted by the Reading School Committee on March 26, 2007

Revised by the Reading School Committee on January 7, 2016

Revised and adopted by the Reading School Committee on June 20, 2019

STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

Adopted by the Reading School Committee on March 26, 2007

LEGAL REF.: M.G.L. 71:38M

CROSS REF.: BDF, Advisory Committees to the School Committee

COMMUNITY INVOLVEMENT IN DECISION-MAKING

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or questions about the schools to the school administration, to any appointed advisory bodies, and to the Committee.

Residents, who are specially qualified because of interest, training, experience, or personal characteristics, will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the Committee to act as advisors, either individually or in groups.

The Committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.

Adopted by the Reading School Committee on March 26, 2007

CROSS REF.: BDF, Advisory Committees to the School Committee



To: Reading School Committee
From: Susan Bottan, Director of Finance and Operations
Date: April 14, 2022
Re: FY22-FY23 Kindergarten Enrollment Final Update

As of April 8, 2022, Reading Public Schools has received 230 registrations for kindergarten, which consists of 218 registrations for full day and 12 for half day programming. The projected enrollment was 250 students with 216 students for full day and 34 students for half day programming. Currently, the district is two students over the FDK enrollment projections and 22 students under the HDK enrollment projections.

Kindergarten registration for the 2022-2023 school year opened on January 1 of this calendar year. During the first two months of registration, through February 28, 191 applications were received. Since March 1, the School Department has reached out to families with students eligible for kindergarten in a variety of ways including the following, which generated another 39 registrations:

- Sent letter to families on the census report who had yet to register
- Called Reading Public Schools families with younger siblings
- Posted flyers at the Reading Public Library

Of the of the 274 eligible kindergarteners noted on the Town of Reading census report, 230 students have registered, 10 have opted out of entering kindergarten in 2022, 2 moved, 4 will attend private school, and no reason or no response reason was received from the remaining eligible students.

Although the district has not yet enrolled Boston resident students, it is expected that the majority of registrations for HDK will not increase much more than the current number of students. Therefore, it is the recommendation of the Leadership Team that the HDK classroom at Joshua Eaton, with three students enrolled, be closed. The three families have been contacted to discuss a suitable solution that work for their families.

Furthermore, given the identified high needs of our younger elementary school students, adoption of a new elementary literacy program and growing class sizes, the Leadership Team recommends that the HDK teacher be assigned to support instruction at Joshua Eaton. For example, enrollment has grown by five additional students in grade 3 with projected class sizes to be between 23 and 24 students in the next school year.

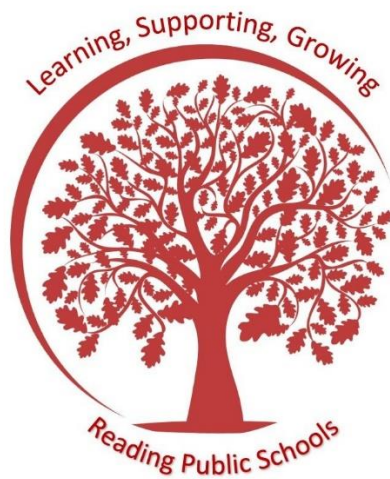
Please find on the page to follow a table illustrating class size for HDK, FDK for FY22 Actual Enrollment (October 1), FY23 Projected Enrollment, FY 23 Actual Registrations the change between FY23 projections and registrations received by school and classroom. Please note that the yellow highlighted cells reflect the HDK classroom at JE and its impact on decreasing the total number of kindergarten classroom sections by one.

**Reading Public Schools
Kindergarten Registrations and Class Sizes
As of April 8, 2022**

School	FY22 Actual Enrollment (Oct. 1)	FY23 Projected Enrollment	FY23 Actual Registrations	FY23 Registrations v. Projections
Barrows	Grade K	Grade K	Grade K	
FDK	16	15	16	
FDK	17	16	16	
FDK	18	16	16	
# Sections	3	3	3	
Total	51	47	48	1
			2 HDK at JE	
Birch Meadow	Grade K	Grade K	Grade K	
FDK	16	15	16	
FDK	15	15	15	
FDK	17	15	15	
# Sections	3	3	3	
Total	48	45	46	1
			2 HDK at KI	
Joshua Eaton	Grade K	Grade K	Grade K	
HDK	19	18	3	(1 JE, 2 Barrows)
FDK	18	15	16	
FDK	17	15	16	
FDK	17	16	16	
# Sections	4	4	4	
Total	71	64	51	-13
Killam	Grade K	Grade K	Grade K	
HDK	16	16	9	(7 Killam, 2 Birch)
FDK	20	15	14	
FDK	21	15	14	
FDK	21	16	14	
# Sections	4	4	4	
Total	78	62	51	-11
Wood End	Grade K	Grade K	Grade K	
FDK	22	16	17	
FDK	21	16	17	
# Sections	2	2	2	
Total	43	32	34	2
Total Sections	FY22 Actual Enrollment (Oct. 1)	FY23 Projected Enrollment	FY23 Actual Registrations	FY23 Registrations v. Projections
Total HDK Sections	2	2	1	-1
Total FDK Sections	14	14	14	0
Total K Sections	16	16	15	-1
Total HDK Students	35	34	12	-22
Total FDK Students	256	216	218	2
Total K Students	291	250	230	-20

*Note - Half day students residing in the Birch Meadow, Wood End and Killam neighborhoods will attend the Killam program and half day students residing in the Barrows and Joshua Eaton neighborhoods will attend the Joshua Eaton program.

Reading Public Schools
School Committee Meeting Packet
April 14, 2022



New Business

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: Reading School Committee
From: Sarah Hardy, Assistant Superintendent of Teaching and Learning
Date: April 14, 2022
Topic: Literacy Update

At the April 14, 2022, School Committee meeting we will present an update on the status of our plans for the Accelerating Literacy grant. Details about the Accelerating Literacy Grant were included in the March 7th School Committee packet. Our presentation will also include information about work to build upon and improve literacy instruction in grades kindergarten through five.

School Committee Literacy Update (K-5)

April 14, 2022



Our Context

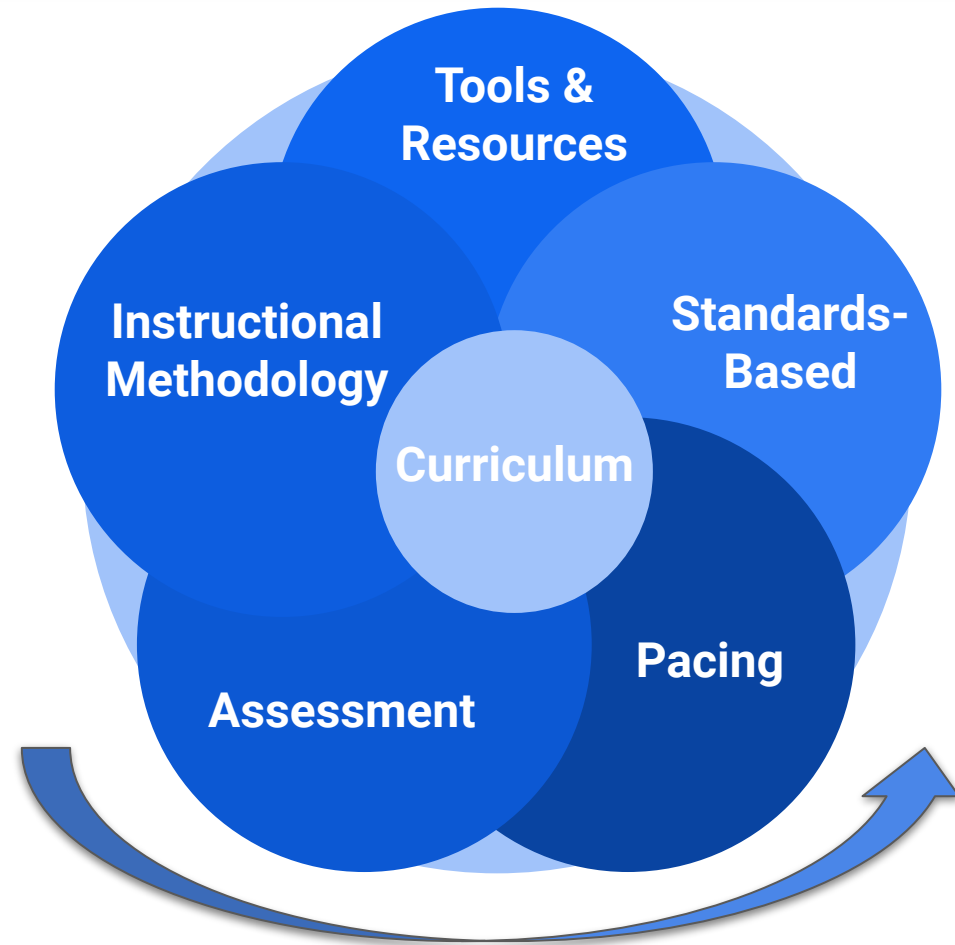
Goal: All students will be grade-level readers.

- New understanding of literacy instructional practices
- [EdReports](#), DESE
- Demands on teachers for planning and preparation
- Pandemic context
- Grant Funding: [Accelerating Literacy Grant](#), ARPA
- Reading in Reading Committee



**When we say
curriculum, what do we
mean?**

Curriculum is....



Dynamic & Responsive

K-5 Literacy Leadership Team

Goals of the Literacy Leadership Team (LLT):

- Establish a common understanding and knowledge base among literacy leadership team members about high-quality, evidence-based literacy instruction and instructional materials
- Review and explore literacy programs and recommend next steps in curricular material adoption, professional development and resources in order to align literacy instruction with research



Composition of the Literacy Leadership Team

- Staff from each elementary school (all 5 schools are represented)
- Teachers from kindergarten through grade 5 (15 teachers)
- Literacy specialist (2 teachers)
- Special education teachers and staff (4 teachers)
- Administrators (5 principals; 2 central office)

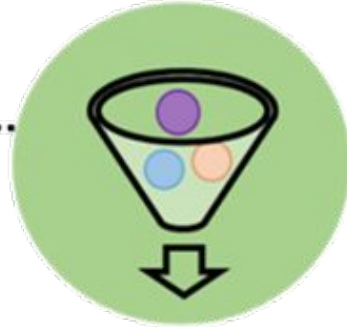


Evaluating and Selecting Process

Learn & Prepare



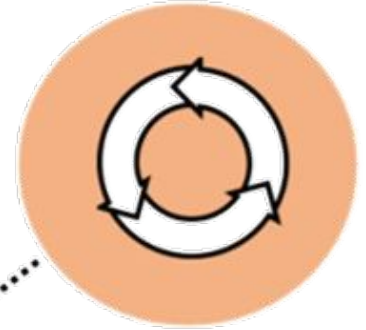
Investigate & Select



Launch



Implement & Monitor



Literacy Program Review



Grant Requirements

- Core curricular materials are used as the primary instructional material for core, or Tier 1, instruction.
- Rated "meets expectations" or "partially meets expectations" overall based upon a CURATE review.
- If a CURATE review is not available, materials must be rated "all-green" on EdReports' Gateway 1 and Gateway 2 to meet the definition of "high-quality."

Literacy Program Review

Company	Gateway 1 & 2	Gateway 3	Grades	Curate K-2	Curate 3-5
Into Reading (2020)	Green	Green	K-5	4 meeting	4 meeting
myView Literacy (2020)	Green	Green	K-5	4 meeting	4 meeting
Wonders (2020)	Green	Green	K-5	4 meeting	4 meeting
American Reading Company (2017)	Green	Green	K-5	3 meeting; 1 partially meeting	4 meeting
Wit & Wisdom (2016)	Green	Green	K-5	3 meeting; 1 partially meeting	3 meeting; 1 partially meeting

Literacy Program Exploration

- Meeting with Publisher
- Conversations with teachers implementing program
- Deep dive review of print and digital materials
- Analysis of EdReports and Curate reports
- School Visits
- Classroom trial

Investigate & Select



Literacy Program Exploration



Literacy Program Exploration Tool



- Criteria 1: Student Engagement and Culturally Responsive
- Criteria 2: Access for All and Equity Centered
- Criteria 3: Content
- Criteria 4: Assessment
- Criteria 5: Teacher Accessibility



Implementation Plan Development

Feedback from the LLT will be used to plan for the following:

- Sequence of grade implementation
- Determine program evaluation plan
- Professional development plan
- School and district-based supports

Investigate & Select



Launch



Timeline

Deadline-based

- Receive materials by June 30th
- Place order with publisher by June 1st
- Submit quote to DESE for approval by week of May 23rd

Ongoing

- Develop and refine implementation plan



Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: Reading School Committee
From: Susan Bottan, Director of Finance and Operations
Date: April 14, 2022
Re: School Choice Discussion and Vote

Prior to June 1 of each year, School Committee is required to vote on whether the school district will participate in the Commonwealth's School Choice Program for the following school year. More About School Choice will be presented and discussed at the School Committee's public meeting on April 14, 2022.

Please find enclosed a PowerPoint Presentation about School Choice and links to more information about the below:

- [Massachusetts General Law - Part I, Title XII, Chapter 76, Section 12B](#)
- [Financial Administration of the School Choice Program](#)
- [School Choice Advisory and FAQs](#)

Reading School Committee Presentation: School Choice



April 14, 2022

Consideration of School Choice

This presentation will consider the following questions related to School Choice:

- What is School Choice?
- How does School Choice work?
- What are the financial implications of participating in School Choice?
- Could School Choice be right for Reading?
- What are some recommendations for next steps?



What is School Choice?

- School Choice is an optional state program which allows Massachusetts school districts to accept students who reside in other Massachusetts towns.
- School Choice was designed to fill available seats in school districts.
- Selection of students must be determined through a random selection process.
- School districts may not consider or discriminate student applications for School Choice based on race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance, or proficiency in the English language.
- Students who enroll through School Choice are able to continue their education in the district through graduation.
- School Choice is governed by M.G.L. Chapter 76, Section 12B.



How does School Choice work?

- School Committee decides participation in School Choice on an annual basis prior to June 1 for the upcoming school year.
- Students will apply to the district and are chosen through a random selection process prior to July 1 and, if there are seats available, again prior to Nov. 1.
- District will maintain a wait list and students may be admitted during the year, if seats become available.
- School Committee must establish a sibling policy following approval of School Choice



What are the financial implication of School Choice?

- District will receive \$5,000 per student from the State, which is deposited into a revolving fund under the School Committee's purview requiring no further appropriation.
- School Choice tuition for a student with disabilities is determined using a cost calculator whereby direct services are reimbursed 100% and indirect services are reimbursed at a rate of 49% to 100%, depending upon the services delivered with most services reimbursed at 75%.
- School Choice Funding does not have to be spent in any given year.
- The acceptable uses of School Choice funds are wide-ranging from addressing building issues, purchasing technology, offsetting staff salaries, funding pilot programs, employing tutors, instructional coaching, and special education stabilization.



Could School Choice be right for Reading?

- Reading Public Schools has available seating:
 - Foundation Enrollment in Reading has declined in total by (11.4%) since FY17: Elementary by (11.5%), Middle by (14.2%), and RMHS by (11.9%).
 - Teacher FTE's have increased in total by 3.9% since FY17 and student-to-teacher ratios have decreased from 13.9 to 1 in FY17 to 11.9 to 1 in FY22.
 - Enrollment in FY23 is projected to decrease by (71) students, primarily at grades 6 and 10.
- School Choice will level out the effect of “bubble classrooms” by mitigating fluctuations in enrollment, for example 6th grade enrollment is projected to decline in FY23 by (41) students, but due to a bubble classroom in Grades 4 and 3, enrollment in grade 6 is projected to increase by 50 students in FY25 and by 63 students in FY26.
- School Choice would maintain current staffing levels and reasonable class sizes without the need to downsize in any given year due to enrollment decline.



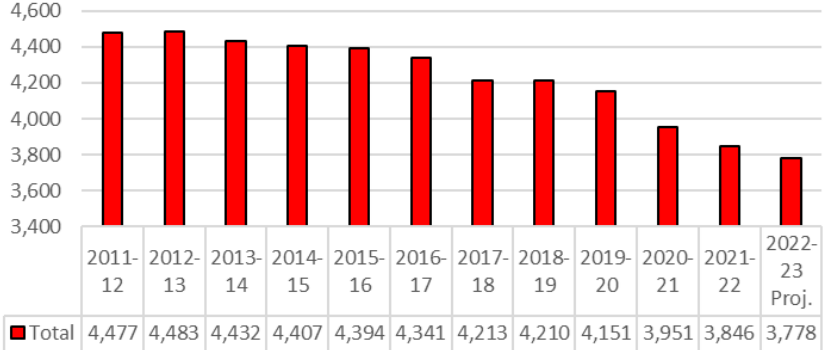
Continued: Could School Choice be right for Reading?

- Reading Public Schools would receive \$5,000 per student to fill available seats.
- Reading Public Schools will not incur transportation costs for participating students.
- Reading Public Schools may claim 100% reimbursement for special education/IEP direct services and a range of 49% to 100% with most indirect service reimbursed at 75%.
- Reading Public Schools may use School Choice funds to meet varying needs.
- School Committee will evaluate the School Choice program annually and may choose to stop participating at any time, however students already enrolled through School Choice are able to continue their education in the district through graduation.

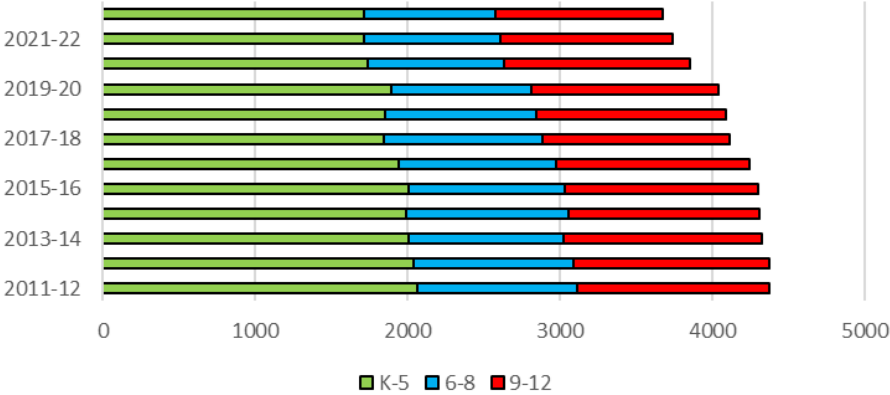


Reading Enrollment Trends FY12 to FY22 and Projected FY23

Reading Public Schools Enrollment:
FY12 to FY22 Actual and FY23 Projected



Enrollment by Level:
FY12 to FY22 Actual and FY23 Projected



**READING PUBLIC SCHOOLS
FY 2023 PROJECTED STUDENT ENROLLMENT**

Reflects 40 new Boston Resident Students

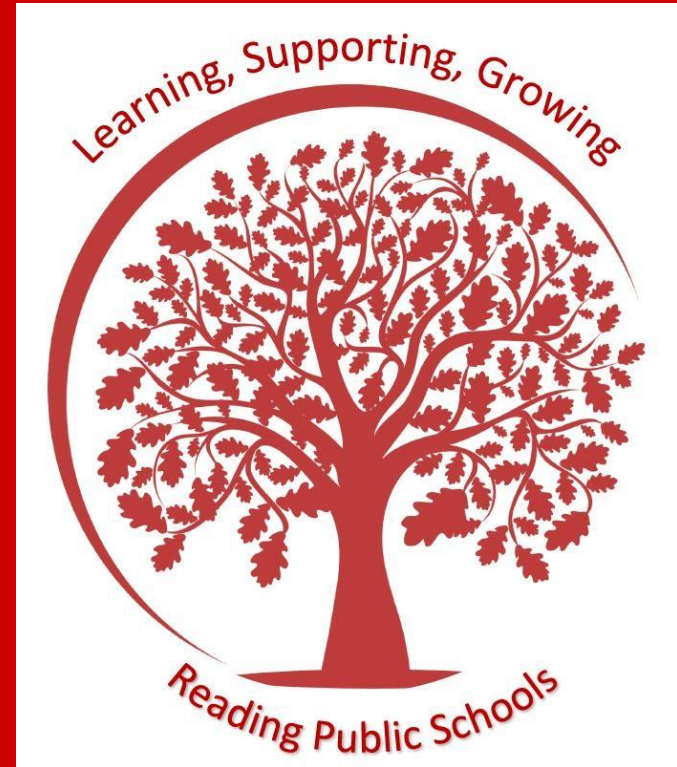
Grade	RISE	Barrows	Birch	Eaton	Killam	Wood End	Coolidge	Parker	RMHS	Total	Total	#
	PreK	Elementary	Elementary	Elementary	Elementary	Elementary	Middle	Middle	High	FY 23	FY 22	Change
PK	102									102	102	0
PK Total	102									102	102	0
K		47	45	64	62	32				250	291	-41
1		57	58	63	77	45				300	246	54
2		59	48	58	53	34				252	320	-68
3		62	70	65	78	45				320	309	11
4		61	59	72	71	44				307	289	18
5		68	51	67	62	38				286	263	23
ELEM total		354	331	389	403	238				1715	1718	-3
6							128	129		257	298	-41
7							134	163		297	308	-11
8							140	165		305	285	20
MS total							402	457		859	891	-32
9									254	254	251	3
10									256	256	293	-37
11									293	293	295	-2
12									296	296	296	0
RMHS Total									1099	1099	1135	-36
Total FY 23	102	354	331	389	403	238	402	457	1099	3775	3846	-71

What are recommendations for next steps?

- Vote to enter School Choice program for the 2022-2023 school year.
- Create sibling policy.
- Determine available seats by school and grade in May.
- Develop application and a random selection process and communicate via website.
- Conduct selection process in June.
- Monitor available seating and conduct a second random selection process in August, if needed.
- Maintain wait list during school year.



Questions?



Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: Reading School Committee
From: Jennifer Stys, Assistant Superintendent of Student Services
Date: April 14, 2022
Topic: Student Services Update

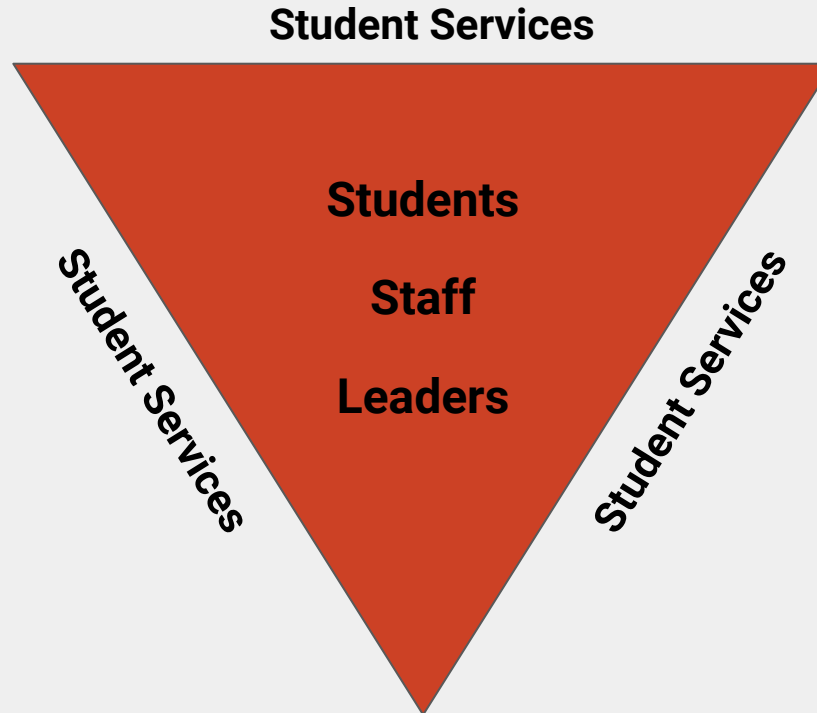
At the April 14, 2022, School Committee meeting we will present an overview of the work of the Student Services office. Our presentation will include information about committee work on crisis planning, attendance, curriculum, and program reviews. Additionally, there will be data at the end of the presentation to explain the current student populations supported and evaluated by special education staff.

All Means All

Consistency and Communication



**All RPS students demonstrate academic, social emotional
and social success**



Develop a Shared Mindset and Practices Around Needs Of All Learners



Reading and Executive Functioning Best Practices

Assessment

- Implementing Crafting Minds graphic organizer with fidelity, administering sensitive reading assessments, and ensuring appropriate instructional practices

Professional Development

- Enhancing the understanding of reading in the brain and expanding instructional reading practices to ensure a continuum of methodologies to meet the needs of all learners

Literacy Coach

- Professional Development with Literacy Coach to include: Case consultation, small group presentations on the graphic organizer, PD on evaluation tools, data analysis, instructional practices, and progress monitoring

EF Presentations and Coaching

- Staff training, small group presentations, instructional practice coaching

Building Collaboration

- Special Education and General Education regarding instructional practices with reading, screenings, MTSS, IEP implementation

Building Based Libraries of Resources

Social Emotional Best Practices

Interrupting the Worrying Cycle

- Parents - Virtual training was held on February 15th; common traps adults fall into and the adjustments we must make to prevent and mitigate mental health challenges
- Staff - Virtual training was held on April 5th; answering specific staff training; multimedia resources provided

Youth at Risk: Pathways for Children

- Counselors, psychologists and social workers are attending this conference on May 25th.
 - Keynote topic-Partnering with Families and Communities
 - Breakout sessions: Safety Planning, Covid Education, Lessons from the Front Lines
- We will apply new strategies to our practice and share out with the District Support Team

Eating Disorders Prevention

- Virtual presentation for staff by Stephanie Haines, M.Ed., CHES, on prevention, identification and treatment of eating disorders.

Practical Trauma-Informed Strategies To Reduce Anxiety In Students

- Psychologists and social workers attended a webinar on March 8, given by Jessica Minehan
- Ensuring all staff have access to the information with additional training

Social Emotional Supports

Social Emotional Lead

- Position developed to provide clinical supervision to social workers/school adjustment counselors for licensing.
- Facilitates monthly multidisciplinary meeting (nurses, psychologists, social workers, school adjustment counselors, school counselors)
- Provides consultation as needed to all school
- Flow chart of social emotional supports and supervision

Aligning Goals and Objective

- Clinical staff have been trained by Lynn Lyons to apply her method of anxiety treatment in counseling
- Clinical staff meet monthly, and as needed for consult to begin to align goals and objective to translate from elementary to middle and middle to high
- Social Thinking Curriculum was purchased to be used across all grade levels.

Next Steps

- Regular vertical planning time
- New bullying curriculum for grades K-8

Team Chairperson Support Systems

Alignment

- Develop clear and consistent protocols and procedures; develop an understanding of the legal and instructional processes; improved evaluations, IEP development and data collection systems; use of interpreters; transition planning

Feedback

- Alignment of classroom practices and consistent IEP implementation

Professional Development

- Professional development for Team Chairs, Administrators, Teachers and Paraeducators
 - Workshops Series
 - Specialized Trainings
 - In Class Modeling and Support

Develop and Communicate Common Operational Systems



Engagement

District Wide Attendance Committee and Trainings

- Communication - consistency in policy, handbooks, and parent communication at set checkpoints
- Commitment - invite families to discuss attendance concerns and work with families to create a plan
- Celebration - not only recognizing excellence but improvement over time

Transitions

- Meetings
- Process
- Alignment
- Evaluations
- Direct Instruction

Safety

Comprehensive School Threat Assessment Training (CSTAG)

- An evidence-based model for schools to use in conducting threat assessments of students.
- Used and recommended by NEMLEC STARS
- Both SROs and 1 Social Worker are trained in this 2 part training
- Next steps:
 - Budget approval
 - Identify team(s)
 - Schedule first training (virtual)

District Critical Incident Task Force

- Mission Statement
 - To develop, share and implement district wide policies and procedures in response to critical incidents Procedures
 - Meet quarterly to review/revise policies and procedures and develop dissemination plan
- Practices
 - Utilize NEMLEC's District and School Operation Plan
 - <https://docs.google.com/document/d/1hEuPZwa1CGKtjidXSNwMKF1T9CdZJ8IE/edit?usp=sharing&oid=108978557015524960621&rtpof=true&sd=true>

Credit Recovery Commitment Letter

Full Year Course

Dear _____ and family,

Date:

Reading Memorial High School is committed to graduating high school students who are able to achieve their academic goals. This letter is to inform you that your student has a failing grade in _____, a course that is required for high school graduation. We encourage you and your student take steps to make changes in order to earn credit as soon as possible.

We realize that inevitably, mistakes are made and bad habits are formed. Developing the skills to identify areas that need growth within yourself, and working to improve in those areas is as important as academic success.

Course:	Grade Quarter 1	Grade Quarter 2	# absences in semester 1

Student’s thoughts on root cause:

Commitments for semester 2: *clear, and actionable

- Behavior
- Attendance
- Passing Grade

We will check in **two times** over the course of the semester to monitor progress using the same meeting link.

- Friday, Feb 25th at _____
- Friday, April 8th at _____

Completing commitments with fidelity will result in receiving credit in the course listed above and allow you to move forward towards high school graduation. A failure to uphold your commitments could result in mandatory summer school, or repeating the course next year. The * on the report card next to the letter grade means that the credit is locked, and credit will not be released. If the student completes the requirements in the allotted time frame, the * is removed and the student receives credit. An asterisk on a report card means the student is not eligible for Honor Roll and the grade does not count towards the student’s GPA.

Please sign below to enact the credit recovery contract

Date:

Student Signature: _____

Counselor Signature: _____

Parent/Guardian: _____

Physical Health

Nursing Support at the building level

- Support of all students, including those with complex medical issues
- Provide COVID assessment, testing, communication of guidance and protocols to families

Trainings

- Provide staff training on specific medical needs
- CPR offered monthly to staff as part of district crisis response.

Screening Support

- K screenings, vision and hearing in grades 1-5,7 & 10,
- SBIRT in grade 8 & 10 in collaboration with Coalition for Support
- Training on new vision protocols to include preK and K students in 2022-23
- Implement and train on Health Portal update to nursing software program which will enhance nurse-parent communication and move towards fully electronic health records

Staffing

- Addition of District Nurse, Nicole Pelley BSN, RN. Will be based at HS/RISE, but will provide support to all buildings as needed.

Develop A Plan To Improve Systems and Practices



Program Reviews

Research and evidence based practices to inform us of strategies to improve student outcomes

Systems and practices to impact student outcomes

- SAIL
- SOAR
- REACH
- EMBARC
- Stepping Stones
- RISE

Building Partnerships

- Reading Library
- Inclusive Opportunities Listening Session
- Austin Prep
- Pre School Community Partners
- The Reading Coalition
- SEPAC

Data Systems to Support Continuous Improvement

Published on February 25, 2015

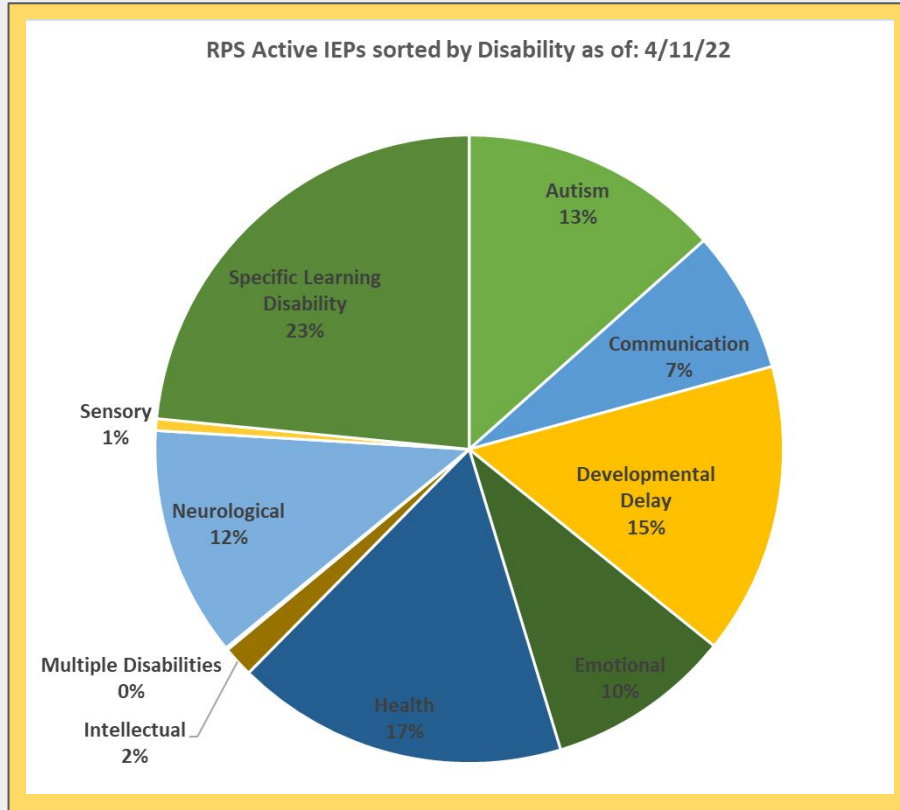


Number of students receiving special education supports

Academic Year	Total Enrollment	Number of Students on IEP	Percentage of Students	Percentage of Students Statewide	Number of Students Out of District
2009 - 10	4,392	758	17.3%	17.0	59
2010 - 11	4,459	734	16.5%	17.0	51
2011 - 12	4,447	768	17.3%	17.0	64
2012 - 13	4,483	737	16.4%	17.0	64
2013 - 14	4,432	767	17.3%	17.0	50
2014 - 15	4,407	809	18.4%	17.1	61
2015 - 16	4,394	791	18.0%	17.2	64
2016 - 17	4,377	727	16.6%	17.4	53
2017 - 18	4,275	724	16.9%	17.7	69
2018 - 19	4,270	752	17.6%	18.1	62
2019 - 20	4,202	727	17.3%	17.8	51
2020 - 21	4,000	711	17.8%	18.7	47
2021 - 22	3,954	777	19.65%	18.9	57

* 2021-22 data as of April 11, 2022

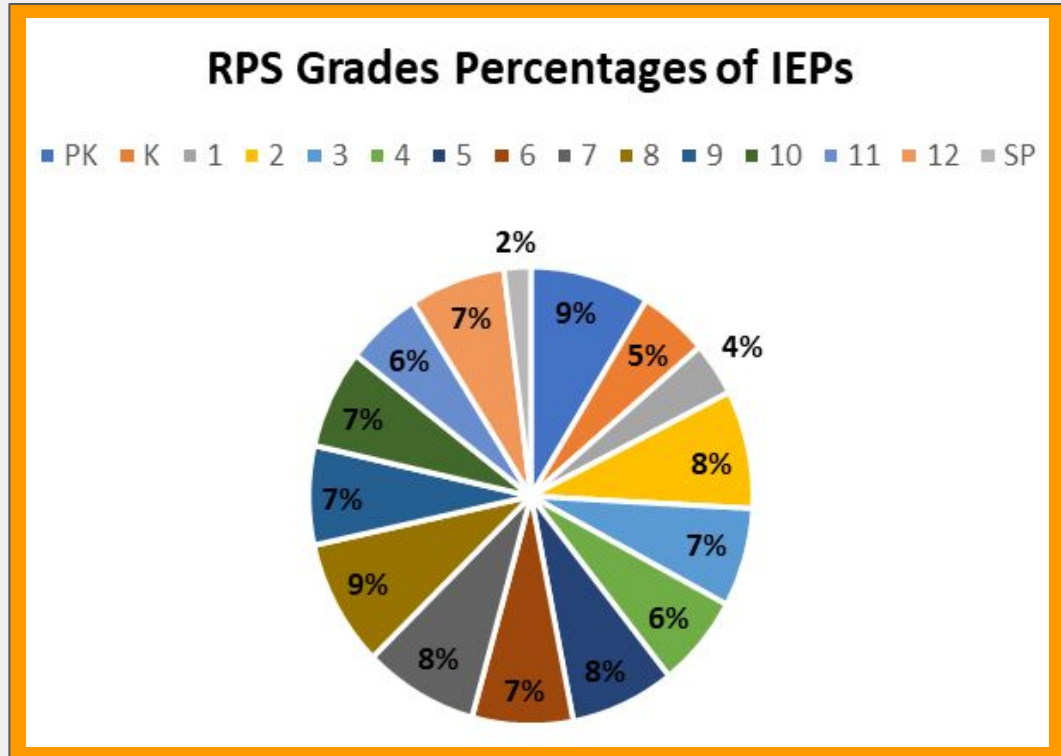
RPS Active IEPs sorted by Disability



Disability	Percentage
Autism	13%
Communication	7%
Developmental Delay	15%
Emotional	9%
Health	17%
Intellectual	2%
Multiple Disabilities	0%
Neurological	12%
Sensory	1%
Specific Learning Disability	24%
	100%

RPS IEPs sorted by Grade

Grade	Percentage
PK	9%
K	5%
1	4%
2	8%
3	7%
4	6%
5	8%
6	7%
7	8%
8	9%
9	7%
10	7%
11	6%
12	7%
SP	2%
	100%



Pre-Kindergarten



Disability	Percentage
Autism	25%
Communication	3%
Developmental Delay	66%
Emotional	0%
Health	3%
Intellectual	0%
Multiple Disabilities	0%
Neurological	1%
Sensory	1%
Specific Learning Disability	0%
	100%

Pre-Kindergarten Percentages of Disabilities

Specific Learning Disability

Sensory

Neurological

Multiple Disabilities

Intellectual

Health

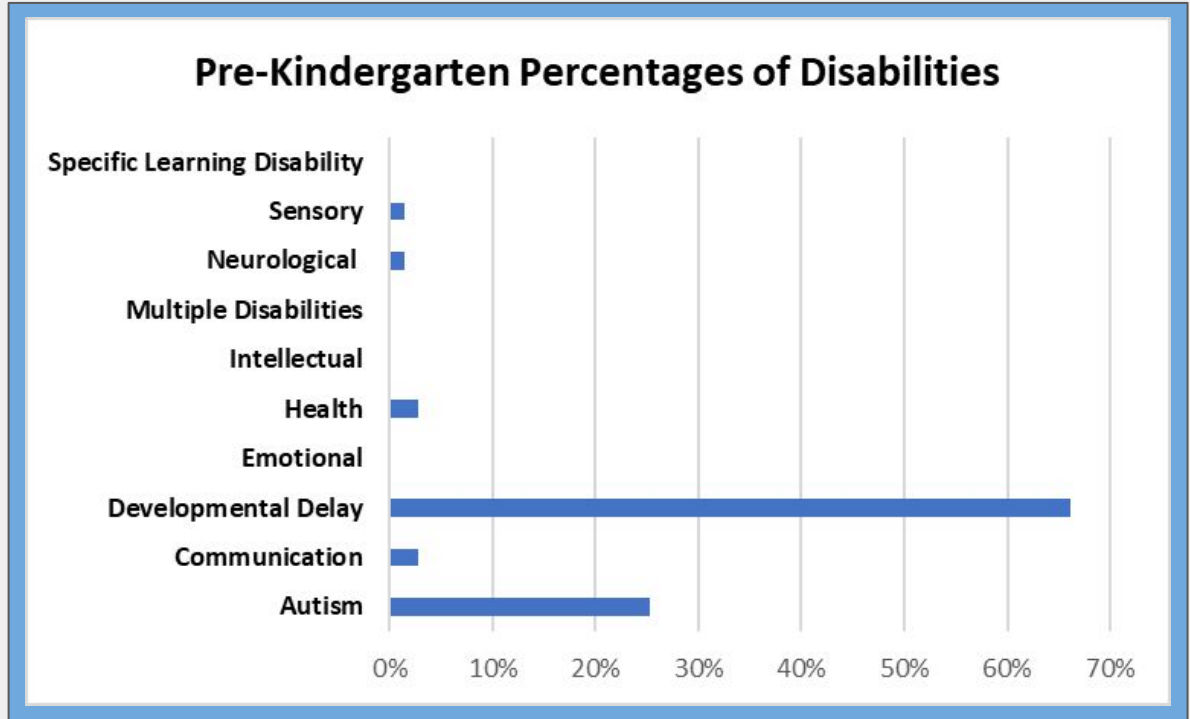
Emotional

Developmental Delay

Communication

Autism

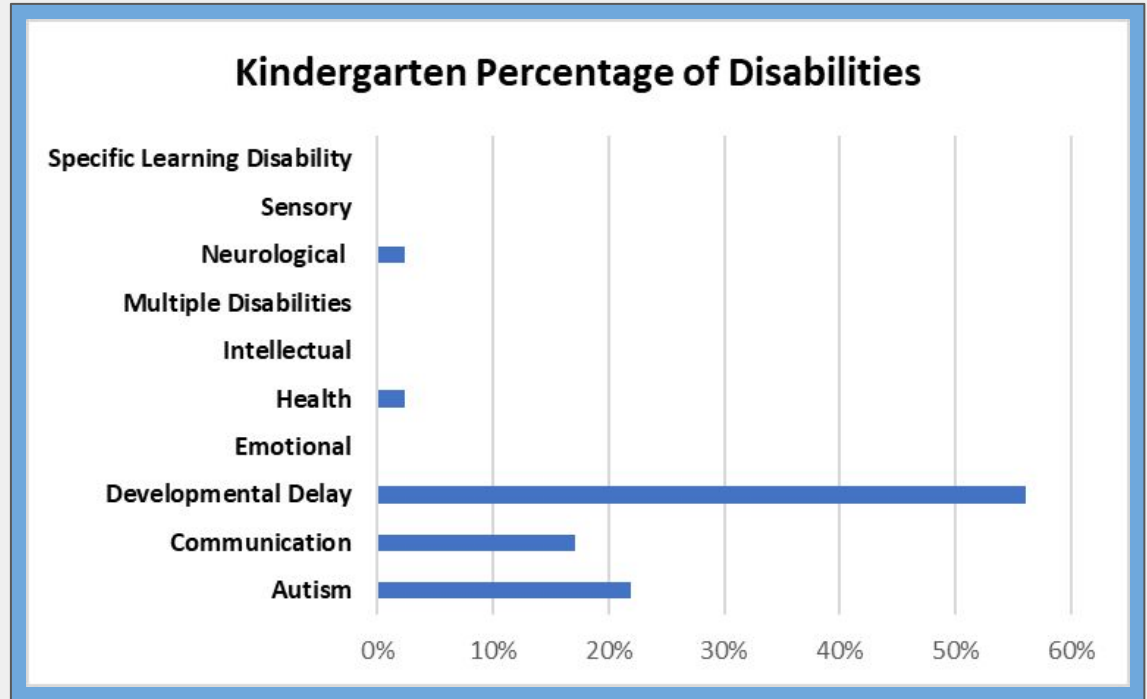
0% 10% 20% 30% 40% 50% 60% 70%





Kindergarten

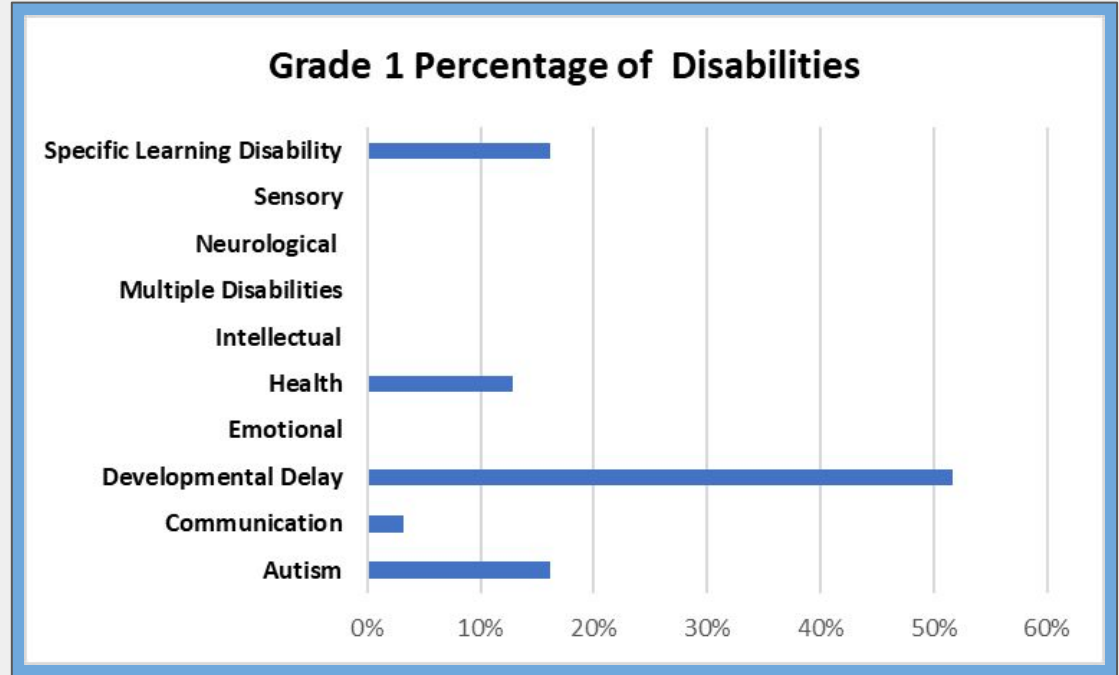
Disability	Percentage
Autism	22%
Communication	17%
Developmental Delay	56%
Emotional	0%
Health	2%
Intellectual	0%
Multiple Disabilities	0%
Neurological	2%
Sensory	0%
Specific Learning Disability	0%
	100%





Grade 1

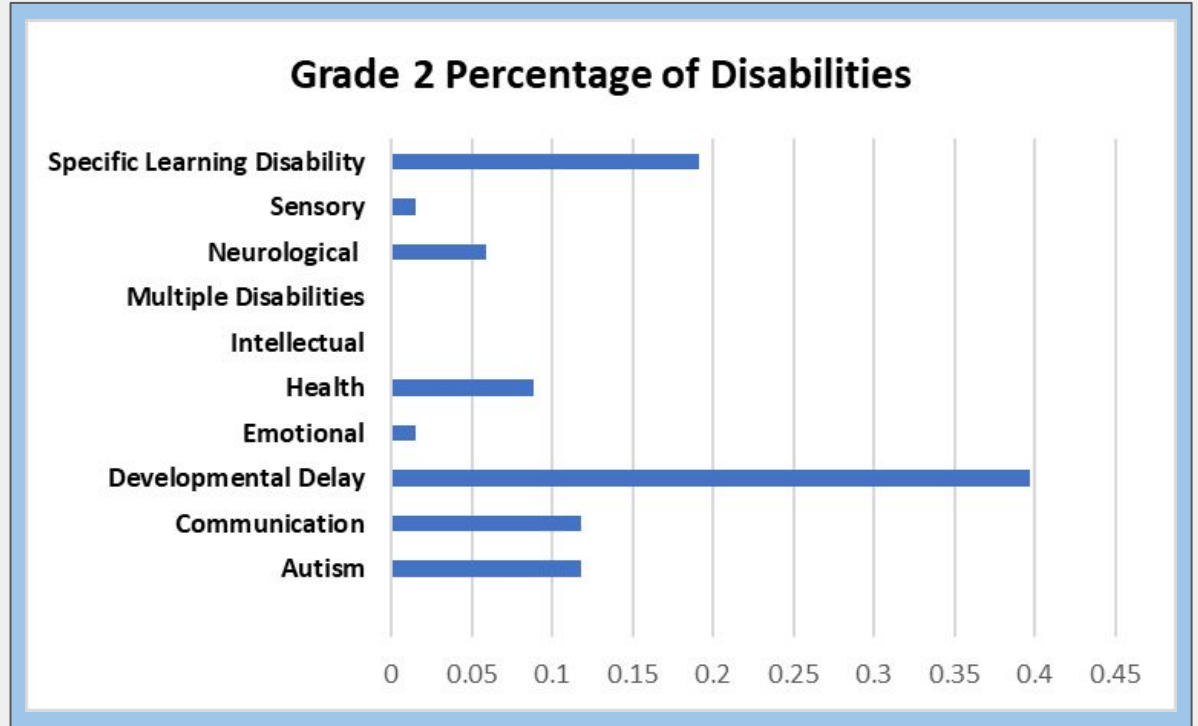
Disability	Percentage
Autism	16%
Communication	3%
Developmental Delay	52%
Emotional	0%
Health	13%
Intellectual	0%
Multiple Disabilities	0%
Neurological	0%
Sensory	0%
Specific Learning Disability	16%
	100%



Grade 2



Disability	Percentage
Autism	12%
Communication	12%
Developmental Delay	40%
Emotional	1%
Health	9%
Intellectual	0%
Multiple Disabilities	0%
Neurological	6%
Sensory	1%
Specific Learning Disability	19%
	100%

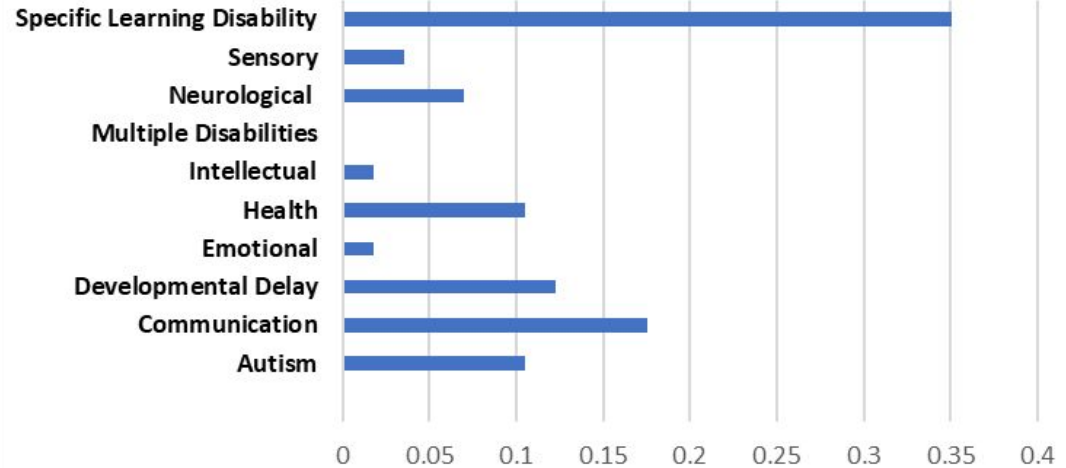




Grade 3

Grade 3 Percentage of Disabilities

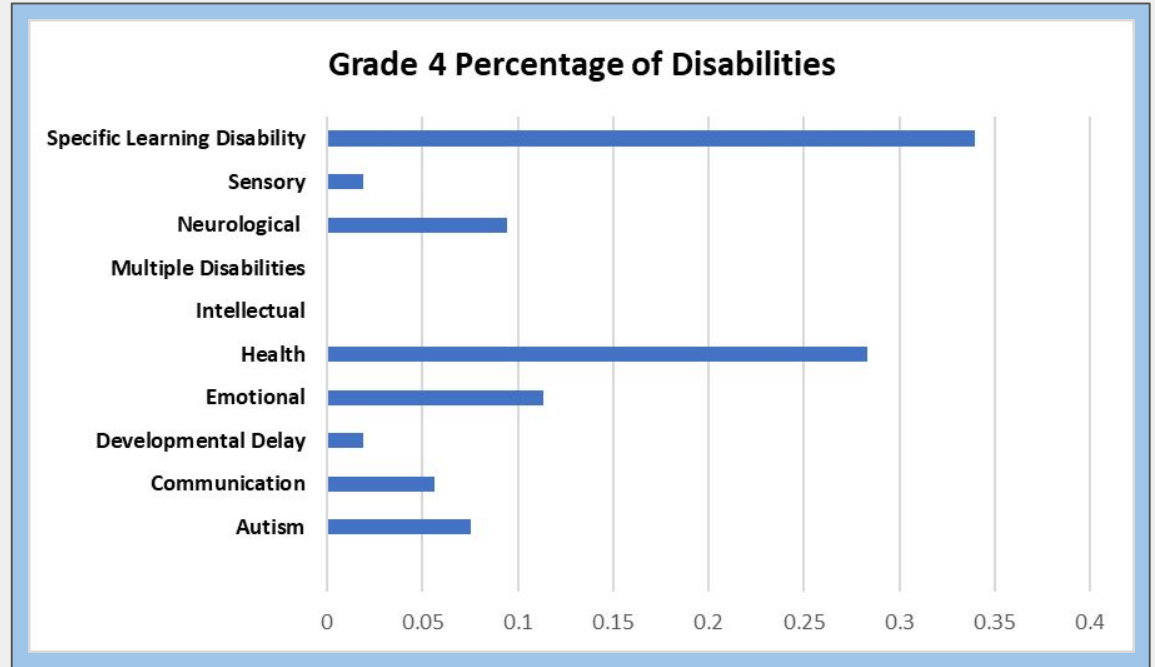
Disability	Percentage
Autism	11%
Communication	18%
Developmental Delay	12%
Emotional	2%
Health	11%
Intellectual	2%
Multiple Disabilities	0%
Neurological	7%
Sensory	4%
Specific Learning Disability	35%
	100%





Grade 4

Disability	Percentage
Autism	8%
Communication	6%
Developmental Delay	2%
Emotional	11%
Health	28%
Intellectual	0%
Multiple Disabilities	0%
Neurological	9%
Sensory	2%
Specific Learning Disability	34%
	100%

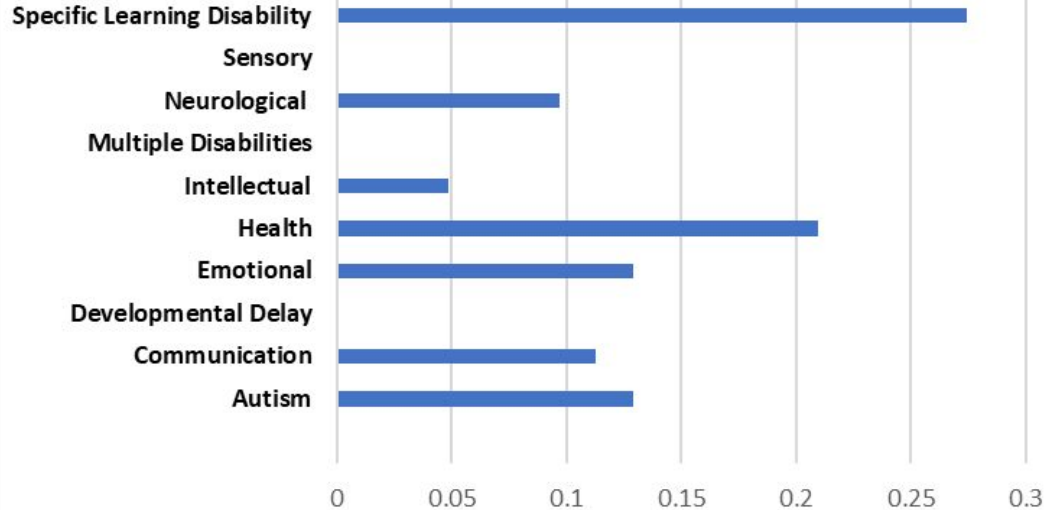




Grade 5

Grade 5 Percentage of Disabilities

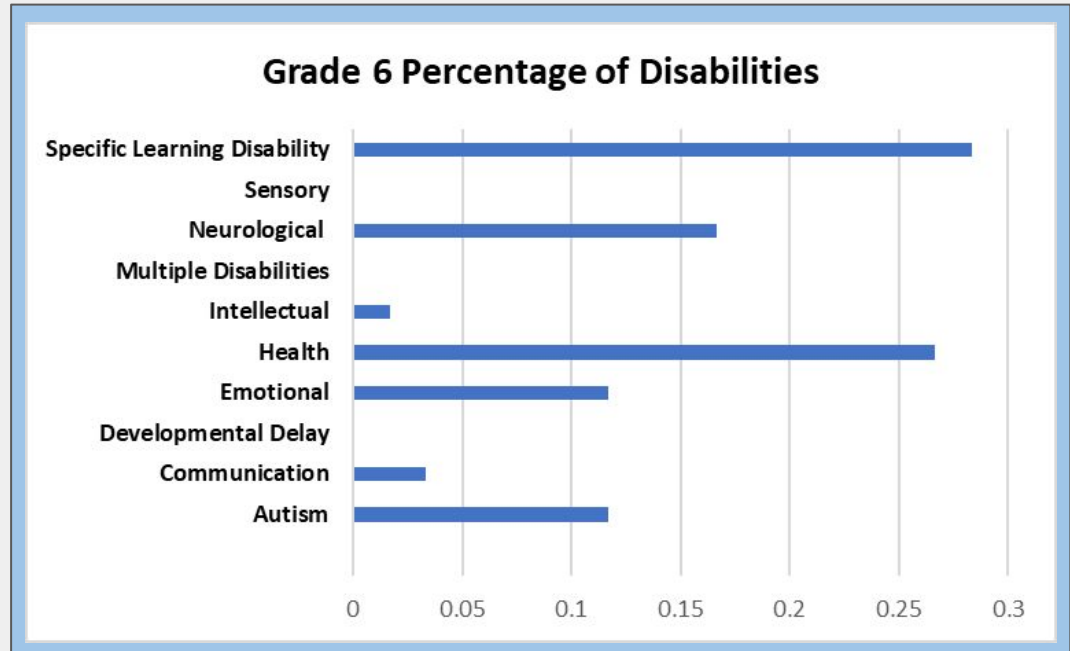
Disability	Percentage
Autism	13%
Communication	11%
Developmental Delay	0%
Emotional	13%
Health	21%
Intellectual	5%
Multiple Disabilities	0%
Neurological	10%
Sensory	0%
Specific Learning Disability	27%
	100%





Grade 6

Disability	Percentage
Autism	12%
Communication	3%
Developmental Delay	0%
Emotional	12%
Health	27%
Intellectual	2%
Multiple Disabilities	0%
Neurological	17%
Sensory	0%
Specific Learning Disability	28%
	100%

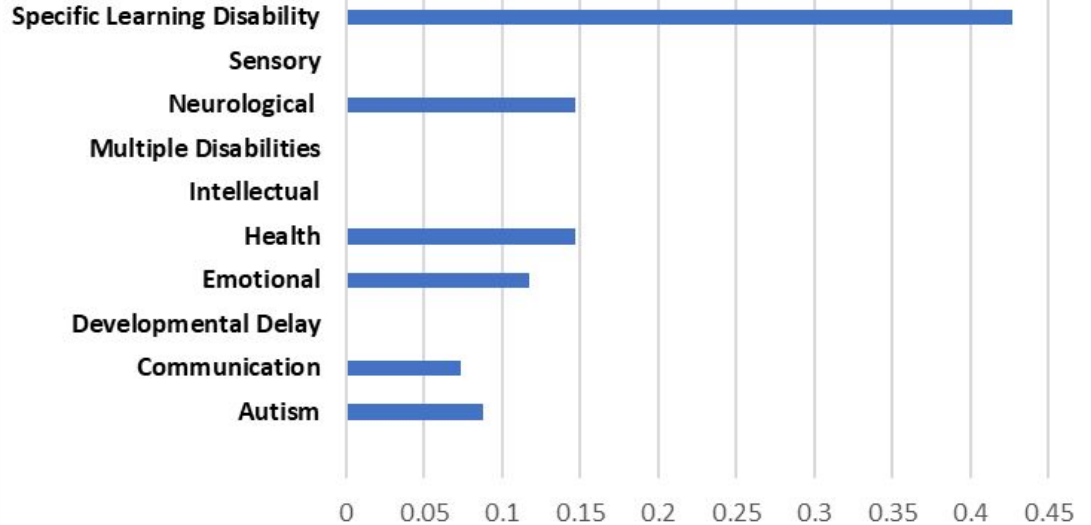




Grade 7

Grade 7 Percentage of Disabilities

Disability	Percentage
Autism	9%
Communication	7%
Developmental Delay	0%
Emotional	12%
Health	15%
Intellectual	0%
Multiple Disabilities	0%
Neurological	15%
Sensory	0%
Specific Learning Disability	43%
	100%

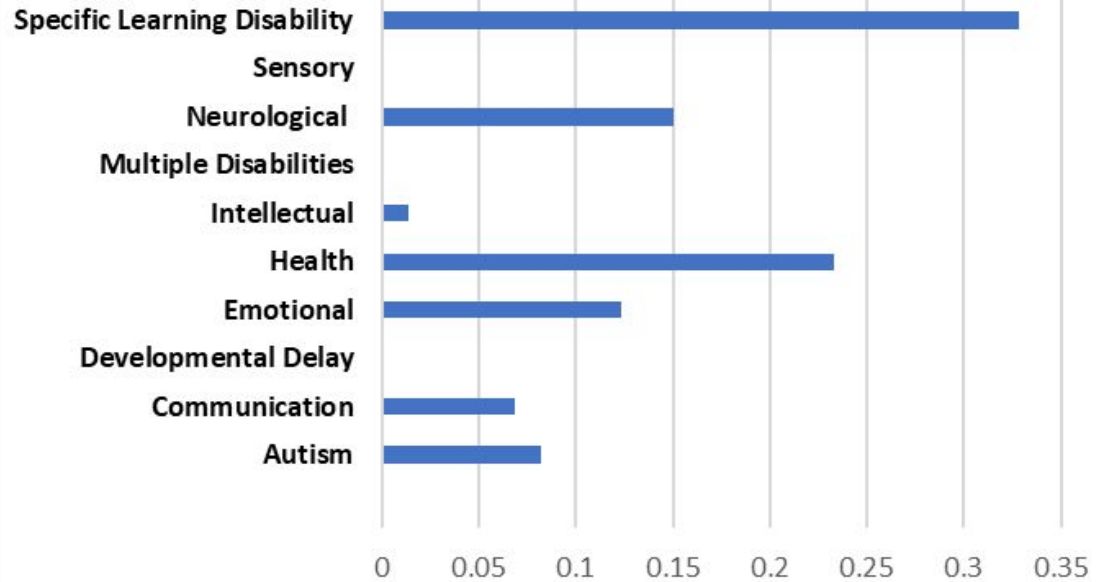




Grade 8

Grade 8 Percentage of Disabilities

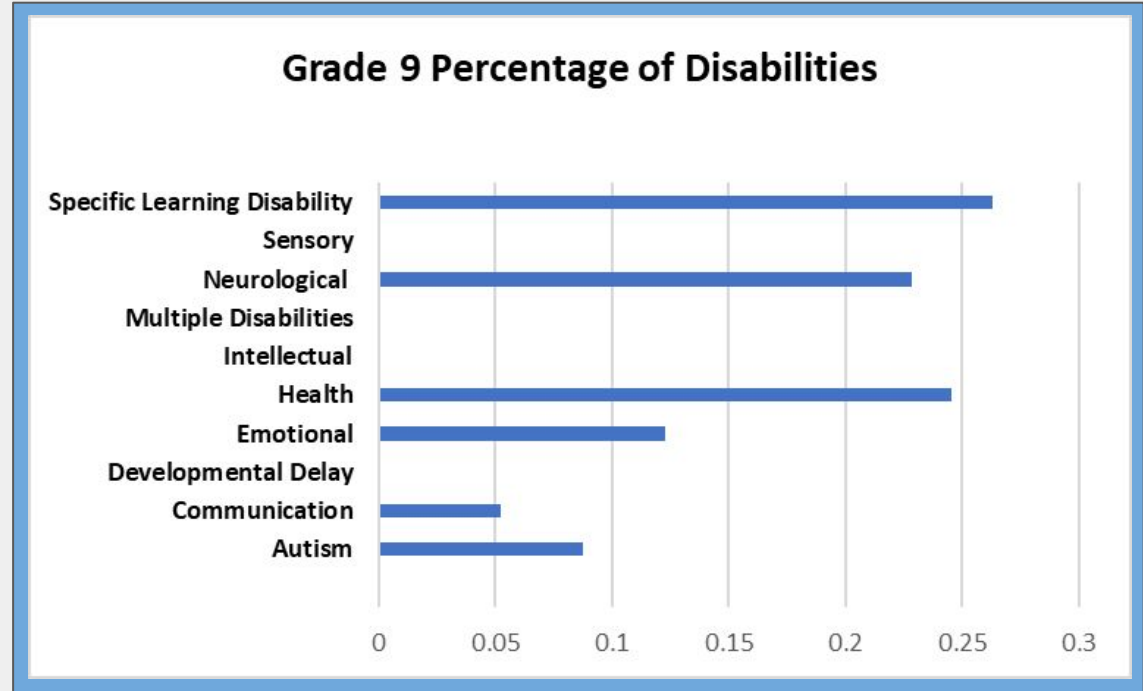
Disability	Percentage
Autism	8%
Communication	7%
Developmental Delay	0%
Emotional	12%
Health	23%
Intellectual	1%
Multiple Disabilities	0%
Neurological	15%
Sensory	0%
Specific Learning Disability	33%
	100%



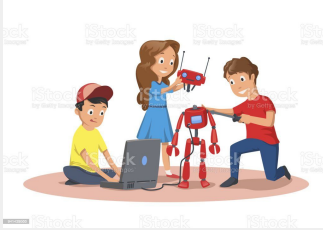


Grade 9

Disability	Percentage
Autism	9%
Communication	5%
Developmental Delay	0%
Emotional	12%
Health	25%
Intellectual	0%
Multiple Disabilities	0%
Neurological	23%
Sensory	0%
Specific Learning Disability	26%
	100%

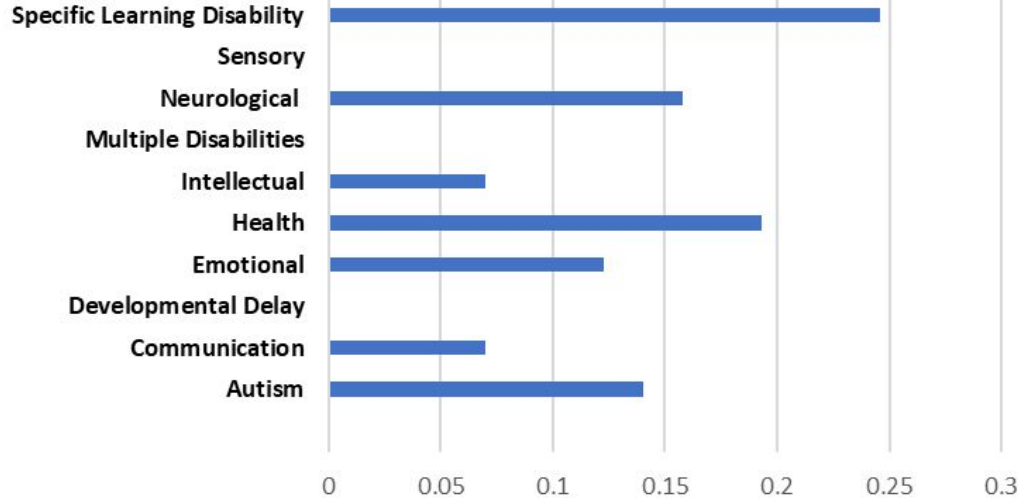


Grade 10



Disability	Percentage
Autism	14%
Communication	7%
Developmental Delay	0%
Emotional	12%
Health	19%
Intellectual	7%
Multiple Disabilities	0%
Neurological	16%
Sensory	0%
Specific Learning Disability	25%
	100%

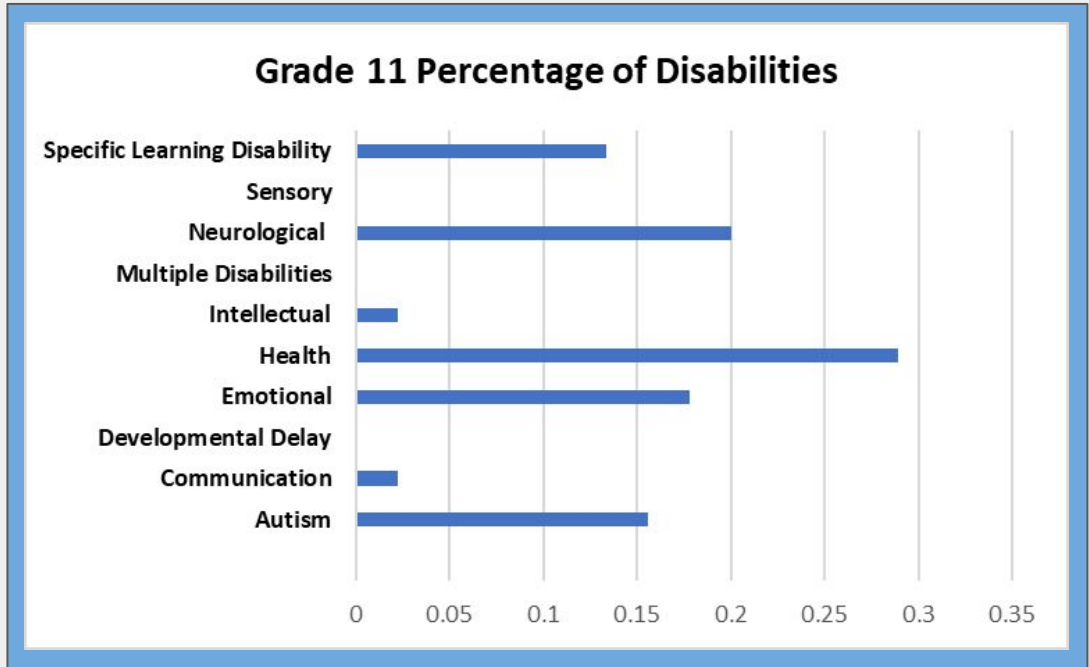
Grade 10 Percentage of Disabilities



Grade 11



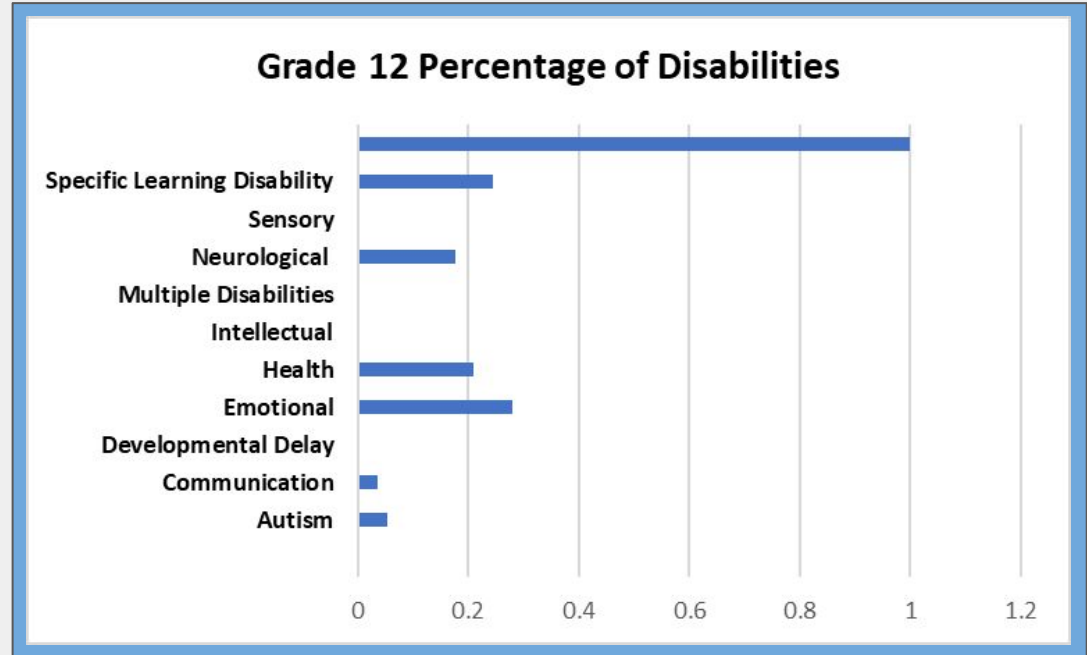
Disability	Percentage
Autism	16%
Communication	2%
Developmental Delay	0%
Emotional	18%
Health	29%
Intellectual	2%
Multiple Disabilities	0%
Neurological	20%
Sensory	0%
Specific Learning Disability	13%
	100%





Grade 12

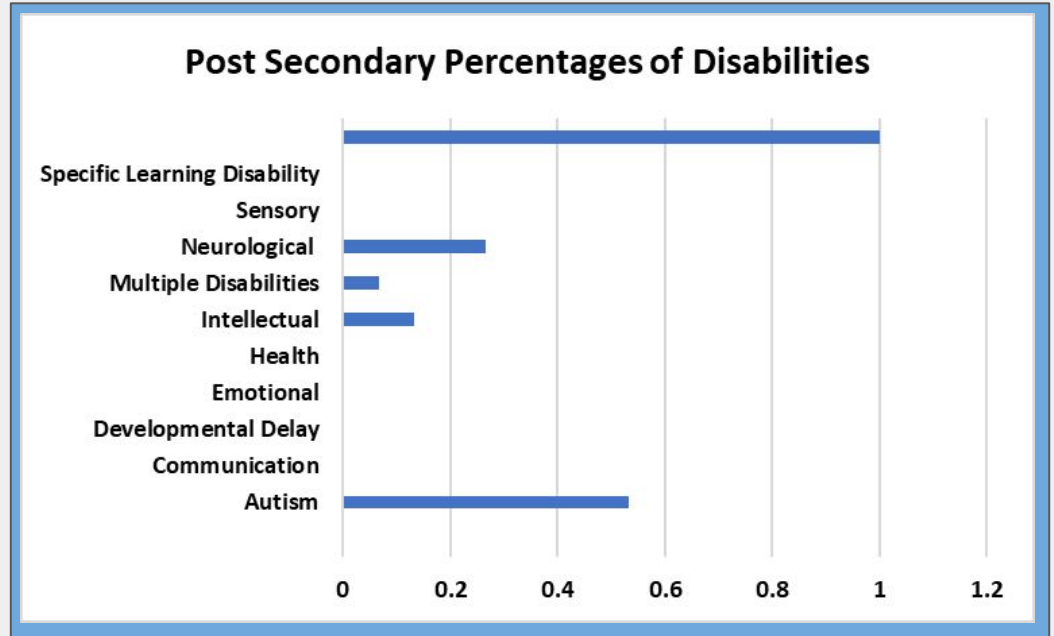
Disability	Percentage
Autism	5%
Communication	4%
Developmental Delay	0%
Emotional	28%
Health	21%
Intellectual	0%
Multiple Disabilities	0%
Neurological	18%
Sensory	0%
Specific Learning Disability	25%
	100%





Post Secondary

Disability	Percentage
Autism	53%
Communication	0%
Developmental Delay	0%
Emotional	0%
Health	0%
Intellectual	13%
Multiple Disabilities	7%
Neurological	27%
Sensory	0%
Specific Learning Disability	0%
	100%



Evaluations

Initial Evaluations

Total Number of Initial Evals	214
Number of Parent Referrals	139
Number of School Referrals	75
Number of ELIGIBLE Initial Evals	97
Number of Students NOT Eligible	59
Number of Initial Evals STILL IN Process	58

Number of open Evaluations (Reevaluations & Additional Evaluations)

Total Number of Reevaluations	208
Total Number of OTHER Evaluations	78

Total Number of Evaluations completed this year

Number of Initial Evaluations, Reevaluations and Additional Testing	500
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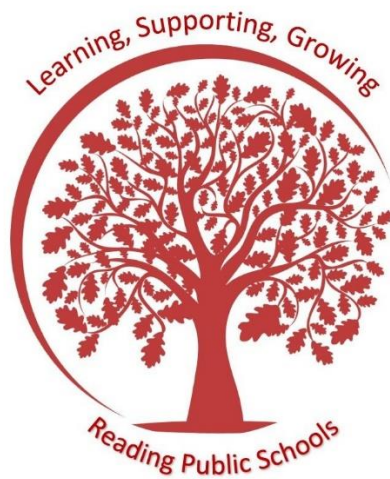
Program Numbers

Program	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	TOTAL
RISE: Substantially Separate	13															13
SOAR TOTAL (Birch Meadow, Coolidge, RMHS)		8	7	10	6	2	7	4	8	6	4	4	4	1		71
SOAR: Substantially Separate		1	4	1	1		2									9
SOAR: Partial or Full Inclusion		7	3	9	5	2	5	4	8	6	4	4	4	1		62
SAIL TOTAL (Wood End, Coolidge, RMHS)		4	1	5	3	2	3	2	4	3		1				28
SAIL: Substantially Separate		1		1	1		1									4
SAIL: Partial Inclusion		3	1	4	2	2	2	2	4	3		1				24
EMBARC (Coolidge, RMHS)								1	1	2		4				8
LEAD (Joshua Eaton, Parker, RMHS)				2	1	4	2	3	6	6	2	3	1	2		32
REACH (Barrows, Coolidge, RMHS)		1	1	3	1	3		3	3	2	5	4	3	6		35
POST															1	1
																188 Students currently placed in a district program

Early Literacy Screening

	Grades Assessed	Times Assessed in 21/22	Number of students assessed
Early Bird	K	2	292
Acadiance	1-3	3	854

Reading Public Schools
School Committee Meeting Packet
April 14, 2022



Information/ Correspondence

Email From Rebecca Liberman:

RE: Please temporarily bring back mask requirement in schools as the new variants spread

From: Rebecca Liberman <rfliberman@gmail.com>

Sent: Friday, March 25, 2022 9:41 AM

To: Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>

Cc: DG School Committee <SchoolCommittee@reading.k12.ma.us>; kharris@ci.reading.ma.us

Subject: Please temporarily bring back mask requirement in schools as the new variants spread

I urge you to go back to requiring masks in the Reading Public Schools as the dangerous new Covid variants spread in the US. For most people masks are a minor inconvenience, and requiring them is far better than putting students and staff at risk of infection, which can disrupt learning. Even mild cases can lead to long Covid symptoms including heart problems, brain fog, and extreme fatigue, and Covid in pregnancy has been linked to preterm delivery and stillbirth. And those with other health conditions are at especially high risk of severe disease.

I also urge you to hold vaccination clinics and parent information sessions on the importance of vaccination. If we are proactive, we can keep school personnel, students and families safe.

Thank you.

Rebecca Liberman

50 Pratt Street

From: Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>

Sent: Sunday, March 27, 2022 11:35:55 AM

To: Rebecca Liberman <rfliberman@gmail.com>

Cc: DG School Committee <SchoolCommittee@reading.k12.ma.us>; kharris@ci.reading.ma.us

<kharris@ci.reading.ma.us>; Giuliana, Mary <MARY.GIULIANA@reading.k12.ma.us>

Subject: RE: Please temporarily bring back mask requirement in schools as the new variants spread

Hi Rebecca,

I hope you are well! Thanks for reaching out with your thoughts. In addition to monitoring district level trends, we are also keeping a close eye on transmission within particular classes, grades, and schools and will be prepared to use additional mitigation strategies as needed. At this point, we are focusing more on these more targeted responses instead of district-wide requirements. We have had some of our lowest case numbers since returning from February break, which includes 6 staff and 18 student cases during the first three weeks back. We will continue to share case numbers on our weekly dashboard.

We will continue to host vaccination clinics each month as we have throughout the year. The next clinic will be held at the end of April and we will certainly be keeping our community informed of these opportunities.

I am also CCing our Director of Nursing, Mary Giuliana, so she is in the loop on your feedback.

Best,

Tom

From: Giuliana, Mary
Sent: Monday, March 28, 2022 6:25 AM
To: Milaschewski, Thomas; Rebecca Liberman
Cc: DG School Committee; kharris@ci.reading.ma.us
Subject: Re: Please temporarily bring back mask requirement in schools as the new variants spread

Good morning Rebecca,

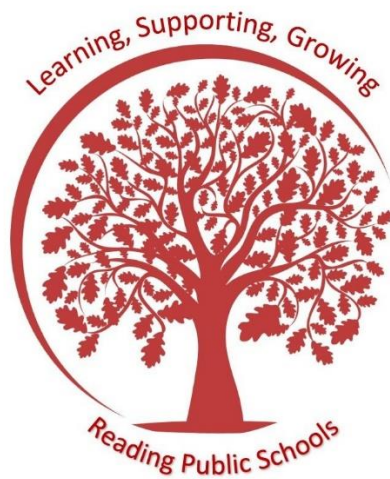
Thank you for your feedback. We are working closely with our Reading Public Health team to monitor the effects of new variants on our community and our schools, and will update our COVID response and protocols accordingly.

[Here](#) is the link to our next vaccination clinic, April 29th at Coolidge Middle School, open to all staff and families.

Take care,

Mary

Reading Public Schools
School Committee Meeting Packet
April 14, 2022



Calendar

SY21-22 School Committee Calendar

Month	Date	Topic	Presenter(s)
June	6/30/2021	Union Contract Approvals (A)	Superintendent & School Committee
July Social Media Coordinators - Shawn Brandt & Sarah McLaughlin			
July	7/13/2021	Executive Session: To discuss the complaints brought against a Public Individual Reading Teachers Association Contract Approval (A)	School Committee Superintendent & School Committee
	7/22/2021	Declare Surplus Equipment (A) Response to Complaint brought against a Public Individual Director of Finance Search Process Review & Approval (A) Appointment of Superintendent to Collaborative Boards (A) - SEEM Collaborative - Northshore Education Consortium Superintendent Entry Plan Superintendent Review Timeline Discussion (A) School Committee Brochure Approval (A) 13th Annual Reading Fall Street Faire - School Committee Participation Discussion & Approval (A)	Director of Finance & Operations School Committee Superintendent & School Committee School Committee School Committee & Superintendent
August Social Media Coordinators - Chuck Robinson & Tom Wise			
August	8/5/2021	Offsite: Team Building, Strategy & Goals - Day 1	School Committee & Administration
	8/6/2021	Offsite: Team Building, Strategy & Goals - Day 2	School Committee & Administration
	8/16/2021	School Committee Training on Laws involving Public and Student Records	Counsel & School Committee
		Vote to Appoint Director of Finance (A)	Superintendent & School Committee
		Policy EBCFA - Face Coverings: First Reading (A)	Superintendent & School Committee
	8/19/2021	Assignment of School Committee Member to Reading Coalition Liaison	School Committee Chair
		Executive Session: Strategy with respect to ongoing Litigation	Superintendent & School Committee
		Policy EBCFA - Face Coverings: Second Reading (A)	Superintendent & School Committee
		New Central Office Leadership Entry Plans	New Central Office Leadership
		Beginning of School / Summer Update	Administration
8/25/2021	Review Agreement between Town & Schools for the Allocation of Costs - CH70 Net School Spend	Superintendent & School Committee	
	Discussion and Vote on Creation of Policy Subcommittee (A)	School Committee	
	Appointment of School Committee Members to Policy Subcommittee	School Committee Chair	
8/31/2021	Reading Coalition for Prevention & Support Advisory Board Meeting		
8/31/2021	Financial Forum - Select Board, Finance Committee & School Committee		
September Social Media Coordinators - Erin Gaffen & Carla Nazzaro			
September	9/6/2021	Labor Day	
	9/8/2021	School Committee Policy Subcommittee Meeting	
	9/9/2021	Elementary Open House	
	9/13/2021	New Staff Introductions	Administration
		New Principal Leadership Entry Plans	RMHS, Joshua Eaton & Birch Meadow Principals
		Superintendent Entry Plan Update	Superintendent
		District Improvement Plan Review & Update Discussion	Superintendent & School Committee
	9/14/2021	ARPA Fund Discussion: Suggestions on Potential Fund Use and Actionable Next Steps	Superintendent & School Committee
		Special Education Parent Advisory Council Meeting	
		School Committee Policy Subcommittee Meeting	
	9/23/2021	Middle School Open House	
	9/28/2021	High School Open House	
	9/29/2021	Reading Coalition for Prevention & Support 15th Annual Meeting	
9/30/2021	FY21 End of Year Summary	Director of Finance	
	Strategy & Vision Action Steps	Superintendent	
	Superintendent Goals Introduction	Superintendent	
	Discuss & Vote on Establishment of Reading in Reading Advisory Committee (A)	School Committee & Administration	
	Appoint School Committee & Administration Membership of Reading in Reading Advisory Committee	School Committee Chair & Superintendent	
Policy JRA - Student Records - Amendment (A)	Policy Sub Committee, Superintendent, & School Committee		
Policy KDB - Public's Right to Know - Amendment (A)	Policy Sub Committee, Superintendent, & School Committee		
Policy EBCFA - Face Coverings - Review	Superintendent, Director of Nursing, & School Committee		
October Social Media Coordinators - Shawn Brandt & Sarah McLaughlin			
October	10/11/2021	Columbus Day	
	10/12/2021	Special Education Parent Advisory Council Meeting	
	10/14/2021	Youth Risk Behavior Survey Presentation	Coalition for Prevention & Support
		Educator of the Year Award Celebration	School Committee & Administration
		RMHS Principal Entry Plan Findings	Kevin Tracey
		Enrollment Update	Superintendent
		MCAS Presentation	Assistant Superintendent of Learning & Teaching
	10/18/2021	Superintendent Goals Finalization & Approval (A)	Superintendent & School Committee
		ARPA Fund Discussion: Update on Priority Items and Prioritization	School Committee & Administration
		Staff COVID Vaccination Data	Superintendent & Director of Nursing
	10/18/2021	Special Town Meeting	
	10/19/2021	SEPAC Basic Rights Workshop: Understanding the IEP	
	10/20/2021	Financial Forum II - Select Board, Finance Committee & School Committee	
10/21/2021	Special Town Meeting		
10/25/2021	Special Town Meeting		
10/27/2021	Reading Coalition for Prevention & Support Advisory Board Meeting		
November Social Media Coordinators - Chuck Robinson & Tom Wise			
11/4/2021	Reading in Reading Advisory Committee - Continued	School Committee & Administration	
	Appoint School Committee Membership of Reading in Reading Advisory Committee (if necessary)	School Committee	
11/4/2021	Policy EBCFA - Face Coverings - Review & Potential Amendment (A)	Superintendent, Director of Nursing, & School Committee	
	Full Day Kindergarten Budget Strategy	School Committee & Administration	
	Policy IKF - Graduation Requirements - Amendment (A)	School Committee, Superintendent, RMHS Principal/Guidance	
	Policy Subcommittee - Full Committee Discussion on Roles & Responsibilities with respect to Substantive Policy changes or New Policies	School Committee	
	Strategy with respect to negotiations with represented bodies	School Committee & Administration	

SY21-22 School Committee Calendar

Month	Date	Topic	Presenter(s)
November		Strategy with respect to negotiations with non-represented personnel (Central Office & Principals)	School Committee, Superintendent, & Director of Finance
	11/8/2021	Town Meeting	
	11/9/2021	Special Education Parent Advisory Council Meeting	
	11/11/2021	Veteran's Day	
	11/15/2021	Town Meeting	
	11/18/2021	Town Meeting	
	11/22/2021	Reading Coalition for Prevention & Support Advisory Board Meeting	
	11/25/2021	Thanksgiving	
December Social Media Coordinators - Erin Gaffen & Carla Nazzaro			
December	12/2/2021	Reading Police Comfort Dog Program (A) Discussion on Hybrid Meeting Technology Options, Costs, and Method of Funding School Improvement Plans Review & Approval Discussion on Strategy for Subcommittee Creation Budget Guidance Policy EBC: Discussion on Approach to Consider Changes	Superintendent & Chief of Police School Committee & Administration Principals, Superintendent, & School Committee School Committee School Committee & Director of Finance School Committee & Administration
	12/7/2021	Reading in Reading Committee - Overview Meeting	
	12/8/2021	Select Board Town Department FY23 Budgets - First Meeting	
	12/14/2021	Select Board Town Department FY23 Budgets - Second Meeting Special Education Parent Advisory Council Meeting	
	12/15/2021	Select Board Town Department FY23 Budgets - Third Meeting	
	12/16/2021	RMHS Counseling Update METCO Program Update Approve Energy Reduction Program School Committee's ARPA Representation FY22 Quarterly Personnel Update FY22-FY23 Preliminary School Calendar Vote (A) FY22 Quarterly Budget Update FY23 Pre Budget Presentation & Discussion Policy EBCFA - Face Coverings - Review	RMHS Counseling Superintendent & Administration School Committee & Town Administration School Committee Director of Human Resources Superintendent & School Committee Director of Finance Superintendent & Director of Finance Superintendent, Director of Nursing, & School Committee
	12/21/2021	Reading Coalition for Prevention & Support Advisory Board Meeting	
	12/21/2021	Reading in Reading Committee - Learning Together Meeting	
	12/27/2021	Winter Break	
	12/30/2021	Winter Break	
	January Social Media Coordinators - Chuck Robinson & Tom Wise		
January	1/6/2022	FY23 Budget Discussion - Administration, Districtwide, & School Facilities FY23 Capital Plan	Administration Administration
	1/11/2022	Special Education Parent Advisory Council Meeting	
	1/12/2022	Reading in Reading Committee Meeting	
	1/13/2022	FY23 Budget Discussion - Regular Day & Special Education Special Education & Student Services Mid Year Update Learning & Teaching Mid Year Update	Administration Assistant Superintendent of Student Services Assistant Superintendent of Learning & Teaching
	1/17/2022	Martin Luther King Jr. Day	
	1/20/2022	Public Hearing: FY23 Budget Full Day Kindergarten Option Review FY23 Budget Discussion	School Committee School Committee, Finance Committee, & Administration School Committee
	1/26/2022	Reading Coalition for Prevention & Support Advisory Board Meeting	
	1/27/2022	FY23 Budget Discussion & Final Vote (A) Cafeteria Workers FY22-FY23 Joint Labor Management Committee FY23 School Calendar Turf 1 Project Update	School Committee Administration & School Committee Administration & School Committee Administration & School Committee
February Social Media Coordinators - Shawn Brandt & Sarah McLaughlin			
February	2/8/2022	Special Education Parent Advisory Council Meeting	
	2/17/2022	Veteran's Memorial Presentation (A) Coolidge Math Challenge EBCFA Update & Discussion FY22 Quarterly Budget Update Disposing of Surplus Materials Select Board ARPA Committee Member Appointment Superintendent Mid-Year Formative Introduction & Goals Review Superintendent Entry Plan Update Assistant Superintendent for Learning & Teaching Entry Plan Update	Kevin Bohmiller & Brig. Gen. (Ret.) Jack Hammond Coolidge Students & School Committee School Committee Director of Finance & Operations Director of Finance & Operations School Committee Chair Superintendent & School Committee Superintendent Assistant Superintendent of Learning & Teaching
	2/21/2022	February Vacation	
	2/23/2022	Reading Coalition for Prevention & Support Advisory Board Meeting	
	2/24/2022	February Vacation	
	March Social Media Coordinators - Erin Gaffen & Carla Nazzaro		
March	3/2/2022	(Placeholder) School Committee Budget Presentation to Finance Committee MSBA Killam Update and Next Steps Discussion Pandemic Response: Vacation Learning Academy Update and Next Steps FY22-FY23 Kindergarten Enrollment Update	Superintendent, Director of Finance, & School Committee Superintendent & School Committee Assistant Superintendent of Learning & Teaching Superintendent
	3/7/2022	Superintendent Mid-Year Formative Review Discussion Wood End Principal Search Executive Session: Strategy with Respect to Collective Bargaining	Superintendent & School Committee Superintendent & School Committee Superintendent, Director of HR, Director of Finance & Operations, and School Committee
	3/8/2022	Special Education Parent Advisory Council Meeting	
	3/24/2022	Student Resource Officer Annual Update MOU Approval for Cafeteria Workers FY22 Quarterly Personnel Update	SROs & Superintendent Superintendent & School Committee Director of Human Resources

SY21-22 School Committee Calendar

Month	Date	Topic	Presenter(s)	
	3/29/2022	Joint Labor Committee School Committee Members Assignment	Superintendent & School Committee	
		Policy FF Execution: Naming of Facilities or Places within or on School Property	Superintendent & School Committee	
		Student Opportunity Act Submission Review, Discussion and Vote	Superintendent & School Committee	
	3/30/2022	Reading Coalition for Prevention & Support Advisory Board Meeting		
April Social Media Coordinators - Shawn Brandt & Sarah McLaughlin				
	4/5/2022	Town Election Day		
	4/12/2022	Special Education Parent Advisory Council Meeting		
April	4/14/2022	Vote on Last Day of School (A)	School Committee	
		FY22-FY23 Kindergarten Enrollment Final Update	Superintendent	
		Student Services Update	Assistant Superintendent of Student Services	
		School Choice Discussion	Superintendent, Director of Finance & Operations, & School Committee	
		Literacy Update	Assistant Superintendent of Learning & Teaching	
		REF Grant Presentation & Approval	REF Board/School Committee	
		Track Naming Nomination Acceptance & Advisory Committee Formation	School Committee	
		(Placeholder) Policy Review / Updates	Superintendent & School Committee	
		4/18/2022	April Vacation	
		4/21/2022	April Vacation	
	4/25/2022	Town Meeting		
	4/27/2022	Reading Coalition for Prevention & Support Advisory Board Meeting		
	4/28/2022	Town Meeting		
May Social Media Coordinators - TBD				
	5/2/2022	Town Meeting		
	5/5/2022	Town Meeting		
May	5/9/2022	(Placeholder) Superintendent Evaluation - Process, Progress, & Data Review	Superintendent	
		District Improvement Plan Update	Superintendent	
	5/10/2022	Special Education Parent Advisory Council Meeting		
	5/12/2022	Elementary Open House		
	5/19/2022	Middle School Open House		
	5/25/2022	Reading Coalition for Prevention & Support Advisory Board Meeting		
	5/26/2022	Public Hearing & Vote on School Choice (A)	Superintendent & School Committee	
		Final Vote on FY23 Budget & Capital Plan (A)	Director of Finance & School Committee	
	5/30/2022	Memorial Day		
June Social Media Coordinators - TBD				
	6/5/2022	RMHS Graduation		
June	6/9/2022	(Placeholder) Superintendent Evaluation	School Committee	
		RMHS Handbook Updates (A)	RMHS Administration	
		SEPAC Year End Update	SEPAC	
		Special Education & Student Services Year End Update	Assistant Superintendent of Student Services	
	6/14/2022	Special Education Parent Advisory Council Meeting		
		Last Day of School (No Snow Days)		
	6/16/2022	FY22 Budget Transfers (if needed) (A)	Director of Finance & Operations	
		Declare Surplus Equipment (A)	Director of Finance & Operations	
	FY22 Quarterly Personnel Update	Director of Human Resources		
	Learning & Teaching Year End Update	Assistant Superintendent of Learning & Teaching		
	Reorganization	School Committee		
	Liaison Discussion	School Committee		
	6/20/2022	Juneteenth Observed		
	6/24/2022	Last Day of School (Five Snow Days)		
	6/29/2022	Reading Coalition for Prevention & Support Advisory Board Meeting		
July Social Media Coordinators - TBD				