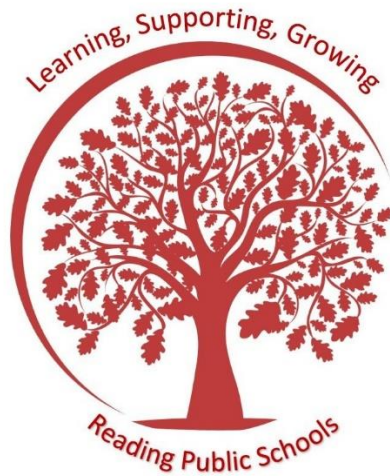


Reading Public Schools
School Committee Meeting Packet
March 7, 2022



Open Session 7:00 p.m.

RMHS Schettini Library



Town of Reading Meeting Posting with Agenda

2018-07-16 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2022-03-07

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda: Revised

Purpose: Open Session

Meeting Called By: Samantha LaPierre on behalf of the 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.	B.	Public Comment Consent Agenda 1. Minutes (02-17-2022) 2. DESE Literacy Grant 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
7:15 p.m.	C.	Personnel Action 1. Superintendent Mid-Year Formative Review Discussion 2. Wood End Principal Search
7:45 p.m.	E.	New Business 1. MSBA Killam Update and Next Steps Discussion 2. Pandemic Response: Vacation Learning Academy Update and Next Steps 3. FY22-FY23 Kindergarten Enrollment Update
	F.	Information / Correspondence 1. Email from Laura Stanton – RE: Mask Choice 2. Email from Michael Axiak – RE: Mask Policy in RISE Preschool Classrooms 3. Email from Chris Scouras – RE: Mask Mandate 4. Email from Keith Raymond – RE: Parent's Choice

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.

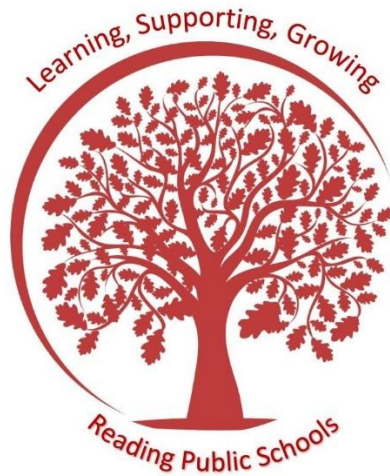


Town of Reading Meeting Posting with Agenda

		5. Email from Lauren Ryan – RE: Mask Mandate 6. Email from Eryn MacDonald and James Davis – RE: timing of removal of mask requirement of schools
9:00 p.m.	G.	Executive Session 1. Executive Session: Strategy with Respect to Collective Bargaining (All)
9:30 p.m.		Adjourn

**Times are approximate

Reading Public Schools
School Committee Meeting Packet
March 7, 2022



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2022-02-17

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, Director of Finance Susan Botta, Smiritha 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 7:00p.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 Mrs. Nazzaro 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

Smiritha Srinivasan stated the drama club present three shows of the Murder on the Orient Express over the weekend. Members of wrestling team are going to states. Gymnastics team is undefeated and will be going to Sectionals. The jazz band has their first competition tonight. The culture club celebrated the Chinese New Year where everyone made firecrackers out of decorative paper and ribbon. The first Mr. RMHS judge was confirmed.

Dr. Milaschewski stated he would be presenting his entry findings later in the meeting.

Mrs. Susan Botta welcomed Kate Finnegan as the new Finance and Business analyst. Mrs. Botta thanked a group of 9 staff and community members that has been working together to

develop a high quality website and will be presenting a recommendation to the leadership team soon.

Mrs. Nazzaro board of library trustees met on Monday and rescinded the mask mandate at the library. They appointed a member to the ARPA subcommittee. They filled the equity and social justice director position.

Mrs. Gaffen – No Report

Mr. Wise stated there a was a request for a community garden which will be for review and approval on the next agenda.

Mr. Robinson stated the recreation committee met last night to discuss alternative locations and solutions for youth teams during the turf field project.

Ms. McLaughlin permanent building committee met and delayed the Parker roof project by a year due to a supply delay.

Mr. Brandt stated that Finance Committee dissolved their ARPA subcommittee and appointed members to the new Select Board ARPA subcommittee. He stated discussion about a new Fin Com website and town accountant Sharon Angstrom discussed free cash projections for the next few years.

Dr. Hardy stated she is looking forward to the first February Vacation academy next week. She stated Reading will be launching a literacy leadership team, this team will work together to discuss evidence-based literacy and analyze current student trends and data and come up with next steps to improve professional development and implementation of new curriculum materials.

C. New Business

1. Coolidge Math Challenge

Mr. Brandt moved, seconded by Mr. Robinson to take out of order item E1 Coolidge Math Challenge. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

Mrs. Leonard introduced three 6th grade Coolidge students Cat Honer, Peter Misticawi and Jayson Encarnacao. The students shared their experiences with illustrative math, which is a new curriculum that sixth graders are using to learn.

The students challenged the committee to solve a math problem using illustrative math.

2. Select Board ARPA Advisory Committee Appointment

Mr. Wise state the Select Board has decided to form the ARPA Advisory committee. The School Committee will need to assign two members to this new committee. Mr. Wise and Mr. Brandt were appointed to serve on the advisory committee.

3. FY22 Quarterly Budget Update & Vote

Mrs. Bottan stated a second quarter financial overview of the School Departments FY22 budget spanning the period from July 1, 2021 to December 31, 2021 with remaining requirements and projected end year budget. Mrs. Bottan stated she would be happy to answer any questions.

Mr. Brandt moved, seconded by Mr. Robinson to approve the following budget transfers between cost centers as detailed in the packet: \$50,000 from Regular Day to District-wide Technology, \$55,000 from Special Education to District-wide Health Services and \$64,680

from Special Education to Regular Day. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

4. Surplus Material Disposal Vote

Mrs. Bottan stated that the school technology department has identified SMART white boards and projectors in classrooms K-12 that are at end of life and are no longer functional. To ensure compliance with the surplus disposition requirements of Massachusetts procurement law MGL Chapter 30B, we ask that the School Committee declare the items outlined in the memo as surplus property.

Mr. Brandt moved, seconded by Mrs. Nazzaro per MGL Chapter 30B, to declare as surplus property 174 SMART boards and 168 projectors as detailed in the packet, and direct the school department to take appropriate steps to recycle and / or dispose of these items. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

5. Superintendent Mid-Year Formative Introduction & Goals Review

Dr. Milaschewski presented a mid-year update on his progress towards his Superintendent goals. He discussed the outlined goals in detail and discussed specific progress towards goal #4 around coaching, developing, and supporting school leaders. He discussed the four-pronged approach in principal professional development, which included 1:1 coaching, DLT/ Principal meetings, curriculum meetings and leadership meetings.

6. Superintendent & Assistant Superintendent for Teaching and Learning Entry Plan Updates

Dr. Milaschewski shared his initial finding from his entry process into the Reading community, merged with what Dr. Hardy has learned through her entry process. He discussed a variety of entry activities with stakeholders that have been conducted since July, and shared the core strengths of the staff, community, communication, extracurricular opportunities, and student experience based off of feedback from these entry activities.

Dr. Milaschewski discussed in detail the 3 main strategic objectives which included redesigning schools, coherent instructional systems, and supportive and safe learning environments. He thanked all the stakeholders that have engaged with him through the entry process.

Dr. Milaschewski outlined his entry plan core values of excellence, equity and collaboration. He then went on to discuss the finding in the context of redesigning school during and post pandemic including major focus areas of: Pandemic Impact, Human Resources, Access (FDK, METCO, Math Pathways, multiple High School improvements, etc.), Time on Learning, and Raising the Academic Bar. He further explained improvements necessary to further implement coherent instructional systems including Curriculum Implementation, Assessment Systems, Multi-Tiered Systems of Support. Finally he concluded by focusing on safe and supportive learning environment improvements by improving culture, environment inclusivity and expanding community engagement.

D. Old Business

1. Veteran's Memorial Presentation & Vote

Mr. Brandt moved, seconded by Mr. Robinson to take out of order item D1 Vietnam Veteran's Memorial Presentation and vote. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

Mr. Bohmiller presented an update and overview of the placement and design of the Vietnam Veteran Memorial that will be placed on the RMHS property in honor of all those from Reading who served during the Vietnam War.

The project and ongoing maintenance will be funded by The Reading Veterans Memorial Trust Fund along with donations.

Mr. Brandt moved, seconded by Mrs. Nazzaro to approve the design and placement of the Vietnam Veteran's Memorial at RMHS as presented. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

2. Policy EBCFA – Face Coverings Update, Discussion & Vote\

Mr. Brandt moved, seconded by Mr. Robinson to take out of order item D2 Policy EBCFA-Face Coverings Update, Discussions and Vote. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

Dr. Milaschewski provided an update on data relating to COVID-19. He gave an update on positive student and staff cases by week, student transmission by school and student and staff vaccination rates by school. He stated that within the packet is a letter outlining a recommendation for the EBCFA policy discussion, signed jointly by the RPS Superintendent, RPS Director of Nursing Mary Giuliana, Reading Teachers Association President Eric Goldstein, Reading Director of Public Health Ade Solarin, and the Reading Public Schools Physician Francisco Brincheiro, MD. Dr. Milaschewski discussed the logistics of lifting the mask mandate and the ongoing mitigation strategies.

Director of Nursing Mary Giuliana provided reasoning on how and why the leadership team decided on this recommendation to make masks optional.

Mr. Robinson thanked the staff and community for all their feedback and expressed his support of this recommendation.

Ms. McLaughlin expressed that she supports this recommendation but believes there needs to be a plan in place for if there is an outbreak in the future and that the administration continues to make data driven choices that are best for the students. She offered amendments to the policy including mask optional when transmission rates are low, changing the effective date to March 7th, and that Dr. Milaschewski can implement masks if needed.

Mr. Brandt expressed the reasons he has come to the decision to support mask optional. He also offered amendments to the policy which included a set of clear guidelines for when masking may be necessary again based on community transmission, and clearly delineated authority for the superintendent's response on a limited basis as necessary and asked for the effective date for mask optional be March 7th.

Mrs. Gaffen stated she would be supporting the recommendation of the leadership team and thinks it is important that the administration can implement masks in a quick manner if needed.

Mrs. Nazzaro read a prepared statement and expressed her support in the recommendation from the leadership team and to allow parents, families, and staff to choose. She stated that it is important to have grace and compassion during this time of transition.

Mr. Wise stated that based on the data, trends, and vaccination rates he is in favor of rescinding the policy effective February 28th.

Dom Sorrentino, Glenmere Circle

Requested the committee allow for mask optional for the mental health of the students.

Brian Paulsen, John Carver Rd.

Stated that is important to teach the kids that school is a safe place to go and asked to lift the mask mandate today and not wait until February 28th.

Chris Haley, Tennyson Rd.

Stated it was important to allow mask optional for to the mental health of the students which has increased due to the impact of the pandemic.

Alicia Williams, Marla Lane

Thanked the committee for their time and opinions and agree with the recommendation. She asked about the plans for the flexi-glass in schools.

Andrena Silva, Beaver Rd.

In favor of going mask optional, allowing families to choose, and let kids be kids. She stated the kids are suffering.

Tim Mathieu, Briarwood Ave.

In favor of removing the masks. He stated there is no long-term data about masking of children and the effects that it has on their mental health.

Erin Olivera, Hancock St.

Stated that the kids desperately need the masks to be removed, and stated healthy children should not be masked.

Evan Vallera, Overlook Rd.

Stated that it was time to remove the masks.

Ed Ross, Kennsington Ave.

Thanked the administration for their time on this matter.

Brian Curry, Haverhill St.

Asked that the committee end the mandate, he stated the town as rescinded the mandate and DESE and the administration recommend, we move to mask optional.

Mr. Wise moved, seconded by Mr. Brandt to repeal policy EBCFA effect 12:01am on February 28, 2022. The vote carried 6-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, Mr. Robinson, and Mr. Wise.

Adjournment

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

The meeting adjourned at 10:50p.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 02-17-2022 - 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
Date: March 7, 2022
Re: Vote to Accept FY22 Grant - Accelerating Literacy Learning with High-Quality Instructional Materials

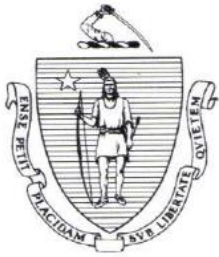
Reading Public Schools was awarded the FY22 Fund Code FC719 Accelerating Literacy Learning with High Quality Instructional Materials grant totaling \$200,000.

The duration of the grant is from January 26, 2022, to June 30, 2022 and the funds will pay for Literacy Task Force Stipends and High-Quality Core Curricular Materials for ELA/Literacy, grades K-5.

Please find attached a letter from Governor Charles Baker and Lt. Governor Karyn Polito congratulating Reading Public Schools on the grant award.

The Leadership team respectfully requests the School Committee's vote to accept the FY 22 Accelerating Literacy Learning Grant.

Thank you.



OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

Dear Sarah Hardy,

Congratulations! We are pleased to inform you that **Reading Public Schools** has been awarded funding through the *FC719: Accelerating Literacy Learning with High-Quality Instructional Materials Grant* in the amount of **\$200,000**.

We thank you for your commitment to use high quality instructional materials to improve and literacy experiences and outcomes for your students. Through this funding and your continued support, we hope to realize our vision of an excellent education in English Language Arts and Literacy for all students in Massachusetts.

Please review the attached letter from the Department of Elementary and Secondary Education regarding important next steps. There are specific actions that must be taken in order to access and utilize this funding. Please contact Dr. Mary L. Brown at mary.l.brown@mass.gov if you have any questions.

Sincerely,

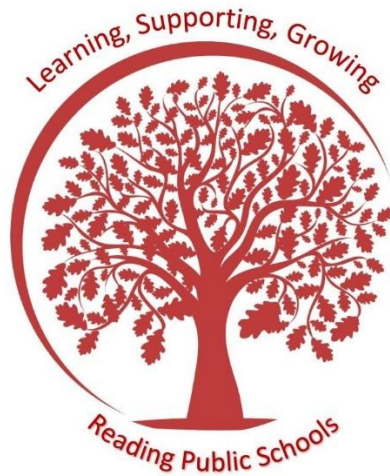
A handwritten signature in blue ink that reads "Charles Baker".

Governor Charles D. Baker

A handwritten signature in blue ink that reads "Karyn E. Polito".

Lt. Governor Karyn E. Polito

Reading Public Schools
School Committee Meeting Packet
March 7, 2022



Personnel Action

Formative Assessment of Dr. Thomas Milaschewski – 2021 to 2022 – Summary Feedback

March 3rd, 2022

Introduction

Overall, the Committee's feedback was remarkably similar and further demonstrates the consistent theme of collaboration that was seen throughout the individual formative assessments.

Goal 1: Effective Entry and Direction Setting

The Committee expressed a shared belief that the Entry by Dr. Milaschewski has been very smooth and strong. Multiple members pointed to the joint Equity statement delivered over the summer. All members spoke to the strength of the Entry findings and their alignment to core themes heard throughout the year and throughout the community. Multiple members also pointed out, either in this goal or the following one how important and impressive it has been to see Dr. Milaschewski and his teams spending time in buildings and classrooms as the Entry findings were being formed. Each member is looking forward to the process of adjusting or resetting the Strategy that will take place this spring.

Goal 2 (District Improvement Goal): Maintaining Momentum During Transition

Maintaining momentum hasn't been a problem and at least one member noted that "momentum has notably accelerated." Each member noted the frequency of school and classroom visits, and many noted the collective and collaborative work on District Goals and School Improvement Plans. A few members specifically noted the reinvestment activities undertaken by Dr. Milaschewski and his team to help close the COVID learning gap many of our students have experienced. The one area the Committee could not review yet is the feedback process so evidence of that will need to be provided for the year end review to complete this Goal. Overall, we see a very strong start to Dr. Milaschewski's tenure here in Reading Public Schools.

Goal 3: New Superintendent Induction Program

The time on this goal is less visible to the Committee from a deliverable perspective. Many members, however, noted the continued collaborative nature Dr. Milaschewski demonstrates and growth in working with and navigating the Committee itself. This may be a result of the coaching, or it may be natural growth, but either way it is admirable and demonstrating a continuous learning approach to the role. More concrete evidence will be necessary for the Committee to complete the year-end review for this Goal.

Goal 4: Coaching, Developing and Supporting Principals

Many members had excitement about this goal and multiple expressed how this goal is one of the primary reasons they choose Dr. Milaschewski to be in the Superintendent of the Reading Public Schools in the first place. The presentation, including the structure of how the coaching is occurring was well received by the Committee.

Summary

In summary, Dr. Milaschewski has started his career in Reading Public Schools on a very strong foot. His collaborative nature is yielding benefits in so many ways already. His communication, and adaptation

thereof, has been well received by the Committee, staff, families, and students alike. His focus on Excellence and Equity rings a bell for many on the Committee and in the community. The Committee is encouraged by the fast start and most expressed specific excitement about the future of Reading Public Schools under the collaborative and thoughtful leadership of Dr. Milaschewski.

Formative Eval – Shawn Brandt

Goal 1 – Effective Entry and Direction Setting

Dr. Milaschewski's entry progress has gone about as well as it could have. In addition to hitting the benchmark of completing and presenting his February report, the district has seen a series of creative responses to some of the identified challenges. While the formal strategy development process still lies ahead, we have already seen how Dr. Milaschewski is able to engage a diverse group of stakeholders to come up with creative solutions to some of our most pressing challenges. While there are many more challenges to address, and some will be even more difficult, Dr. Milaschewski has set the tone for how we'll move the district forward as the work continues.

In addition, it should be noted that his entry findings are incredibly well-calibrated to the needs of the community. The consistency he hears from different stakeholders is due, at least in part, to the effective and collaborative methods Dr. Milaschewski has employed to solicit genuine engagement and buy-in in the process. The findings have been communicated well and I have little doubt that the spring survey will reflect as much.

Goal 2 – Maintaining Momentum During the Transition

Despite facing not only a Superintendent transition, but numerous other leadership transitions, as well as the lingering stages of the pandemic, momentum has notably accelerated. Dr. Milaschewski and his team's commitment to leading visibly, engaging stakeholders, and showing up in schools on a consistent basis, have created a culture and environment that fosters energy and enthusiasm and allows teachers, staff and administrators to do their best work. Feedback about the Superintendent's engagement with staff and students in the buildings has been very positive.

We have less direct visibility into the staff evaluation processes, but the indications I do have suggest that good progress is being made in this area as well.

Goal 3 – New Superintendent Induction Program

Dr. Milaschewski's participation in this program isn't directly observable to us at this time outside of his coach attending a handful of committee meetings. However, my observation is that I've seen Dr. Milaschewski grow and evolve his own approaches and strategies even within this school year. As an example, he's developing a better calibration for when the Committee's discussions would benefit from him and his team providing a perspective as a starting point, vs. leaving us to our own devices. Whether this is directly the result of learnings / feedback from NSIP or not, it's encouraging to see Dr. Milaschewski hone his skills and improve as a leader in the district in real time.

Goal 4 – Coaching, Developing and Supporting Principals

This was one of the areas of need that most informed my vote for Dr. Milaschewski during our search process. We expected him to come to Reading with a strong professional and academic background in this, and I'm thrilled to see the progress made in establishing strong processes and cadences that recognize the importance of us making a significant investment in the development and effectiveness of our principals. We have an incredibly talented and committed group, and they will only be more dynamic and impactful as leaders as a result of this investment of central office time and energy. I encourage the district to continue to ensure that they can protect time and space for principals to engage in these development activities, and look forward to exploring how the district and / or School Committee can support the effort.

Mid-Year Formative Assessment of Dr. Tom Milaschewski
March 1, 2022
Submitted by: Erin Gaffen

Goal 1: Effective Entry and Direction Setting

Before Dr. Milaschewski officially became the Superintendent of Reading Public Schools, he had already spent extensive time learning about the district, getting to know some of the key stakeholders, and even participating in the hiring of several district leadership positions. During our very first meeting in July, I was impressed by how clear his grasp already was on some of the more significant issues facing RPS. After his job officially started, he continued to meet with administrators, School Committee members, teachers, staff, and caregivers. He listened, and he absorbed. He did not just rely on conversations, though. Dr. Milaschewski also spent significant time in every school across the district, and most of the classrooms. He observed, and he participated. Further, he took the time to write a note of thanks and positive feedback to each and every teacher whose classroom he visited. He has seen first-hand the many strengths of our schools, the areas in need of improvement, and where there is potential for change and growth. He has learned an impressive amount over a relatively short period of time, and this all came through in his Report of Entry Findings. I was grateful to see how much was included, as it is clear that the administration is not shying away from identifying the rough spots and weaknesses while still celebrating the assets. His Entry Plan has been on time every step thus far. And, his collaborative and inclusive approach ensures nothing presented is a surprise to district leadership.

The Superintendent's execution of these goals will be crucial. I am especially eager to see how he connects the identified areas for improvement into actionable steps toward improving student learning and the academic and social experience in RPS and determines how to effectively measure progress of those steps.

Goal 2: Maintaining Momentum During the Transition

I cannot imagine a smoother transition than Dr. Milaschewski's into RPS. He invested the time early getting to know key stakeholders. He clearly wanted to connect, listen, and build relationships with all levels of individuals within RPS and the Reading community. The Superintendent has made himself available and approachable, has been highly visible in the district, and his communications have been excellent. Feedback I have heard directly from parents/caregivers, teachers, and staff has been overwhelmingly positive. Hopefully, the efforts he has put in here, and will surely continue to do so, will be helpful even as he exits the "honeymoon phase" of his tenure.

One of the most impactful steps that Dr. Milaschewski took early on was to establish central office administrators as a genuine team of leaders. They are a team wherein administrators are

valued, supported, included, visible beside the Superintendent, a collaborative part of district operations and communications, and empowered in the fulfillment of their roles. Stemming from this is the larger team of district leadership that Dr. Milaschewski has also nurtured. It was evident during our retreat in August that there was hope, positive energy, and true partnership within the group. Part of his strength as a Superintendent is his ability to help develop and empower leadership within the district. This, in turn, will benefit all aspects of RPS. Indeed, the improvement in administrative culture has already had a positive impact.

Goal 3: (Professional Practice) New Superintendent Induction Program

While I fully believe that Dr. Milaschewski is taking the NSIP seriously, and is attending sessions and completing assignments, I have little data or information on which to comment for this goal. I look forward to hearing his reflections on the impact of this program for him as a leader.

As I have indicated in my comments above, I feel Dr. Milaschewski's transition has been smooth and his leadership style positive and impactful. He is surrounded by a strong team, and he believes in their strength. This has allowed him to truly focus on his role as Superintendent while also continuing to maintain a good degree of work/life balance, which is vital.

I also appreciate Dr. Milaschewski's openness and eagerness for feedback. He genuinely wants to learn and grow, and he is not afraid to own a mistake or consider an opportunity for improvement. One example of this is the weekly communication with the district. He received feedback that his videos were not accessible to all. The Superintendent immediately added a closed-captioned feature that can be translated into multiple languages and provided a written communication option along with the videos. The way he strives toward equity and has made this a goal of the entire district is recognized and appreciated, even as there is much more work to do.

Goal 4: (Student Learning Goal) Coaching, Developing, and Supporting Principals

While I know that this goal is in the earlier stages, and that the work will be ongoing well after the Superintendent has reached the one-year mark, I am very excited about what this work means for our district. Leadership starts at the top, and our principals are the tops of their school buildings. They are the people that our students see as RPS leaders, they are the ones supporting our teachers and staff every day, and they are involved in all operations of our schools. Good leadership matters, and all good leaders need meaningful support in order to be effective. RPS is fortunate to have a strong current slate of district leaders, and I hope this effort helps to make them even stronger. I truly believe that coaching, development, and support for our principals will positively impact student outcomes in Reading. I very much look forward to hearing about progress toward this goal.

Goal 1: Effective Entry and Direction Setting

Key actions:

- 1: By mid-August, present to the school committee a written Entry Plan.
- 2: By February, complete and present a Report of Entry Findings.
- 3: By May, launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support.

- Dr. Milaschewski presented a clear, thoughtful Entry Plan to the School Committee. In addition to laying out a well-defined framework for collecting various data points across critical domains (Finance, HR, Operations, etc.) to inform the work of the central leadership team, there was an emphasis on the importance, and commitment to, relationship and community building. Dr. M’s proposed Entry Plan demonstrates his commitment to RPS and moving the district forward through collaboration and shared vision.
- The entry findings reported at the 2/17/2022 School Committee meeting were aligned to core values and demonstrated a firm commitment to growth. Of particular note was the global, holistic view of areas of student need, including social/emotional, structural/operational, and academic pathways for all learners.
- Dr. M’s update highlighted the many RPS strengths, but also clearly delineated the areas in need of improvement and a path forward.

Goal 2: Maintaining Momentum During the Transition

Key actions:

- 1: By November 1, review and establish student learning, professional practice and district/school improvement goals with all principals and district administrators.
- 2: By March 1, complete Formative Evaluation conferences with each principal and district administrator the superintendent supervises.
- 3: By late spring, conduct at least three school visits to each school.
- 4: By June 30, analyze progress on goals and complete Summative Evaluation Reports for all supervisees.

- Dr. Milaschewski demonstrates continuous commitment to building relationships with principals and district administrators, as well as communication pathways.
- Dr. M conducted full day visits to each school in the district that were also attended by other critical members of the district leadership team. In addition, invitations to join the school visits were extended to the School Committee. These visits provided the School Committee with much needed and welcomed insight into each of our unique school communities.

Goal 3: (Professional Practice) New Superintendent Induction Program.

Key actions:

- 1: Attend eight day-long sessions.
- 2: Complete all NSIP assignments.
- 3: Meet with assigned coach at least monthly.

Dr. Milaschewski has displayed active engagement with the New Superintendent Induction Program. He has leaned into the limited time opportunity to learn from an experienced coach, utilizing the experience to grow as a leader.

Goal 4: (Student Learning Goal): Coaching, Developing, and Supporting Principals.

Key actions:

- 1: Research best practices for coaching, supporting, and developing principals
 - 2: Complete gap analysis between current practices and best practices in this area
 - 3: Design structures to close this gap that reflect these best practices and align to Reading context
 - 4: Onboard school leaders with goals, rationale, and structures for district approach in coaching, supporting, and developing principal talent
 - 5: Consistently monitor progress and effectiveness to drive adjustments in strategy or approach
- Dr. Milaschewski presented a thoughtful, data-driven approach to cultivating leadership founded in evidence-based best practices with well-defined infrastructure, goals, and expectations.
 - The plan demonstrates a firm commitment to supporting the individual growth of our leaders, providing them with the tools and learning opportunities they need to be the most effective leaders possible.
 - The multi-pronged plan reflects a global approach to supporting all areas of needs at different building levels, as well as individual levels of experience and knowledge.

Carla Nazzaro – Formative Summary

● Goal 1 (District Improvement Goal): Effective Entry and Direction Setting

Tom has identified 3 Core Values which identify him as a leader and how he approaches issues – through collaboration, equity, and excellence. It is evident that Tom understands the importance of collaboration with his staff. He asks, listens, validates, and builds trust through this process. It has been interesting to watch him meet and gather information from all stakeholders' groups.

Tom has identifying Equity and Excellence as two Core Values for our district. The district created an equity statement. The process for creating this statement was collaborative and first began at the summer leadership seminar and continued once the school year began. All stakeholders had the opportunity to contribute to and mold this statement. It is our district statement, and we all play a role in ensuring its mission.

Tom has identified district strengths, critical areas for improvement and areas which require further assessment. I am very much looking forward to the planning phase and hearing more about solutions for improvement.

Tom and the rest of the executive staff have been visible and interactive in the district. They have created an environment of excitement and hope. I appreciate Tom's statement: "culture is the hardest to build and the easiest to break." It shows how important our district's culture is, and how important it is to create.

● Goal 2 (District Improvement Goal): Maintaining Momentum During the Transition

It is difficult to measure a portion of this goal thus far without receiving feedback from principals, district administrators or the Superintendent regarding the November 1st school improvement goals setting. This is not a criticism. I am looking forward to hearing the results (in a broad sense) of the Summative Evaluation Reports. I have seen evidence of a rejuvenated spirit in the schools which is very heartening. Maintaining momentum during upper management transition was additionally compounded by the pandemic. The past couple of years have been exceedingly difficult for students, teachers, and staff. The Superintendent and his staff are effectively uncovering where we stand with student learning and how we will support each student moving forward.

We have seen very positive forward motion in regard to February vacation class offerings at multiple grade levels, additional class offerings via dual enrollment at the high school, rollout of the 1-to-1 initiative and discussions of Tier 1 supports for students.

Individual school visits have been very well received by staff and students. Many staff members verbalized how appreciative they were to have central office in their buildings. Staff and

students were excited to share what they were learning. Tom has a remarkable way of connecting with people and fostering positive and favorable behaviors. He is a remarkable person whom people gravitate towards.

● Goal 3 (Professional Practice Goal): New Superintendent Induction Program

I am glad that Tom can participate in the New Superintendent Induction Program. I am looking forward to hearing how he and his coach feel it impacted his leadership practices.

● Goal 4 (Student Learning Goal): Coaching, Supporting, and Developing School Leaders

I am most excited about this Goal and to see how it unfolds. I love the systematic approach through a gap analysis to determine current practices versus best practices. I understand that this is not a one-year goal but a multi-year goal, that if the process well developed can have great impact on student learning. Coaching of Principals was one aspect of Tom's interview process that intrigued me and made him stand out from the other candidates. I love the quote, "Cultivate and enhance instructional leadership skills in principals and watch student learning skyrocket." Tom wants to focus principals on curriculum and instructional development rather than on building management. Tom identifies the importance of creating and protecting time and space to complete this work...it is tough to do but it must be made a priority.

I am excited to watch our district flourish under Tom's leadership. He has made many positive changes and has created a feeling of hopeful anticipation. He listens to people and builds trust. We are fortunate to have him in our district.

March 2002 – Evaluation Narrative Comments – Dr. Thomas Milaschewski – Chuck Robinson

Starting a new position in July of 2021 was a unique experience for anyone as it was during the pandemic.

Upon arrival, Dr. Milaschewski seamlessly picked up the ball in leading the district during the pandemic while at the same time thoughtfully and strategically communicating his goals and objectives to move us toward excellence. At no time did I witness either getting in the way of the other.

I noted Dr. Milaschewski's positive energy during the interview process and it has continued since arriving here.

Some comments on some specific areas are follows:

Communication

In my opinion, Dr. Milaschewski's communication to date has checked all of the boxes. He listens, he evaluates feedback, and he is timely and succinct in written and verbal reports to all stakeholders.

Visibility

Dr. Milaschewski's visibility in schools and at public events has been noticed and much appreciated. This accumulation of goodwill is important when approaching the community for programs or initiatives that impact their tax dollars

Budget Preparation

Dr. Milaschewski's budget preparation was outstanding for a first-year superintendent. The delivery and approach were very collaborative and well vetted in determining the needs and desires of the committee, staff, and the community. As an example, the full day kindergarten budget ask was a prime example of the aforementioned. There wasn't anyone's opinion or approach that wasn't listened to and considered prior to a final recommendation

Building Project

During everything on his plate Dr. Milaschewski picked the Killam project up and handled the coordination in meeting with the state to keep the project moving forward. This is an area where he doesn't have a tremendous amount of experience, but he has handled it very well.

Collaboration

There are many examples where Dr. Milaschewski has shown he is an excellent collaborator but the one that sticks out with me is the way he handled the discussions regarding reading in Reading. He was able to bring the committee, the community, and staff together with a solution that was acceptable to everyone and kept this very important topic moving forward.

Leadership

The best organizations are comprised of individuals who enjoy coming to work everyday with the goal to make a difference or distinguish themselves. I believe Dr. Milaschewski has established this type of organization and it shines brightly in all of my interactions with staff. I believe this style will retain and attract top quality individuals.

Vision and Plan

Dr. Milaschewski is very clear in his communication of what he wants for the Reading Public Schools and this not a top-down Vision and Plan. As mentioned in prior comments he has used a very collaborative and communicative process and has layered in his thoughts and experience to establish a Vision and Plan that has garnered acceptance and praise from the committee, community, and staff.

In summary, we are only eight months into Dr. Milaschewski' s tenure but its clear that he was ready for this role and the future for Reading Public Schools looks bright.

Formative Assessment of Dr. Thomas Milaschewski by Thomas Wise

March 2nd, 2022

At a high level, the first eight months of full employment by Dr. Milaschewski has been very strong. His collaborative nature has shown through time and time again. The first example that was seen by many was when he helped to coordinate the Strategy Offsite in August of 2021 and helped lead the group to a combined, wholistic definition of Equity that has been the foundation of much of the work throughout the district this year. Most recently, we can see this collaborative approach in the joint letter recommending that the district go mask optional at the end of February whereby the letter was jointly signed by Tom, the Director of Nurses, the School Physician, the President of the Reading Teachers Association, and the Director of Health for the Town of Reading. There are many, many more examples between his start date and the date of this assessment. With that opening, I will now review the goals and provide summary feedback on each.

Goal 1: Effective Entry and Direction Setting

For this goal, the Committee has seen and provided feedback on his Entry Plan. Further, with most recent report on the Entry Findings, we were able to see the exhaustive approach that Dr. Milaschewski and the team conducted. The number of stakeholders involved in the process of gathering information for the Entry plan is impressive. The process of going to each school and almost 90% of the classrooms as well demonstrates his commitment to in-person observation and being available for all the stakeholders, including teachers and students. Throughout that process, I have heard informally from some staff how refreshing it has been to have Dr. Milaschewski and the rest of the Central Office team in schools and in classrooms. I have heard, and personally witnessed, Dr. Milaschewski get to the level with the students as well to assist in the instruction. This has been appreciated by staff and demonstrates his investment in the success of each staff member and each student. This is exemplary.

Additionally, the next steps are in the process of being laid out. Dr. Milaschewski, once again, has demonstrated his desire to engage in a collaborative process of taking the Entry Plan findings and determining next step to set the Strategy for the district going forward. We are expecting to see more in this space over the next four to six months, but the start to date has been very strong and the findings echo many of the concerns we have heard across the district and town for many years.

Goal 2 (District Improvement Goal): Maintaining Momentum During Transition

For this goal, some of the key actions are a little harder to observe. However, we do know that the Goals for the district were established in a timely manner, especially when you consider how many new Administrators we had and the about of collaboration necessary to coalesce towards those goals. Dr. Milaschewski demonstrated excellent navigation of this process and demonstrated his willingness to empower other members of the team as well. He further demonstrated his support for the team overall by working with me as the Chair to adjust the School Improvement Plan publication and presentation process.

With respect to the school visit key action of this goal, we haven't seen formal documentation that is complete, but we know (both through personal observation and multiple reports to the Committee), that great progress has been made here. Further, as mentioned above, these visits have been well received by staff, students, and families alike. Finally, the key actions regarding Principal and Administrator evaluations are ones we do not yet have data to evaluate.

One item not listed as a Key Action but feels appropriate to outline here is the continual focus on reinvestment that has been demonstrated by Dr. Milaschewski and his team. They are happy with status quo, have observed

and are acknowledging the learning gaps for our students over the last two years due to COVID-19, and are aggressively working to address them. This can be seen in the way we reallocated money for the February Vacation Academy and in the budget the team prepared and presented which was focused on student outcomes and supports. This continual focus on achievement and support places this goal on the road to exemplary once we evidence of the remaining key items as the year progresses.

Goal 3: New Superintendent Induction Program

We do not have documentation demonstrating the participation. However, we have met the coach and she has joined us during a few meetings this year. I have every confidence that Dr. Milaschewski is fulfilling his obligation and actively participating in this program. We have also heard evidence of collaboration with other Superintendents across the Middlesex league on various topics. While that is not directly applicable to this goal, it is, once again, a demonstration of the collaborative approach he takes.

Goal 4: Coaching, Developing and Supporting Principals

This goal and the demonstration we received around it during the meeting on the 17th of February is one of the goals, with its associated outcomes, I am most excited about for the future. As we were interviewing candidates for the Superintendent role last year, one of the key characteristics that came through loud and clear for Dr. Milaschewski was his ability to be a leadership coach for principal candidates, principals, and administrators. We are now seeing that firsthand and I fully believe our principals will benefit greatly from it, but perhaps more importantly, our Teachers and Students will benefit greatly from it. That benefit will be a trailing indicator, but it is a proven, evidence-based practice that highly effective, instructional leadership-based principals can greatly influence teaching practice and improve outcomes for students. So, while I cannot give a final rating to this category, the evidence of what has already started and the way in which Dr. Milaschewski is carving out time for leadership development is highly encouraging for the future of Reading Public Schools.

Summary

In summary, the first eight months of Dr. Milaschewski's tenure has been extremely encouraging. As I talk to staff, either when visiting schools formally or seeing them throughout Reading informally, we are experiencing a 180-degree cultural shift. I see more smiles on faces and statements like, "He is phenomenal." than I have seen or heard in many years. The approach Dr. Milaschewski takes is one that Reading needed now and will need going forward. This isn't meant to denigrate past leadership, but rather to show the impact we are seeing.

In addition to the cultural shift, we are also seeing an increased focus on equity through excellence. In the past those were competing words. Now, they are complementary and allow for staff, students, and parents alike to participate in the process of improving the outcomes for our students while continuing to celebrate the athletic and extracurricular activities our district does so well in. This focus can be seen by immediate improvements like the February Vacation Academy and the Endicott Dual-Enrollment program, but also by long-term focused improvements like analysis of our Literacy Curriculum tools at the Elementary and Middle School and the focus on Free Full Day Kindergarten. He has demonstrated that he is not afraid to tackle the little issues and the big issues and is working to balance them all within our budget.

Finally, as we have a new Town Manager, Dr. Milaschewski has already demonstrated his willingness to roll up his sleeves and work with Fidel Maltez for the greater good of Reading. There will be many key financial challenges in the future, but with these two and their collaborative, inclusive focus, we are well positioned for success.

Reading Public Schools

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



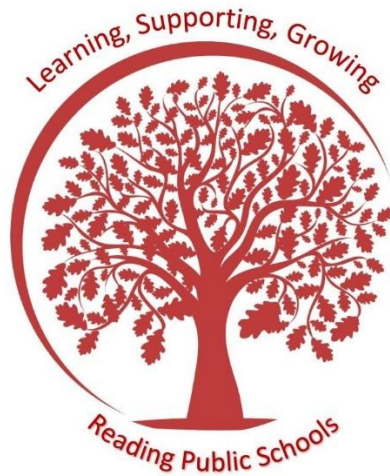
82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: Reading School Committee
From: Thomas Milaschewski, Ed.D.
Date: March 4, 2022
Re: Wood End Principal Search

This past week, Dr. Joanne King announced her retirement from the Reading Public Schools, effective June 30, 2022. As we draw closer to this date, our RPS community will certainly recognize and celebrate the contributions of Dr. King throughout her tenure in Reading and the positive impact of her leadership on our students, staff, and families.

During the March 7th School Committee meeting I will be sharing a draft process of the upcoming search process to fill the Wood End Principal position. This presentation will include draft timelines and strategies to engage our community in the process. I am looking forward to the feedback from the Committee.

Reading Public Schools
School Committee Meeting Packet
March 7, 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: Susan Bottan, Director of Finance and Operations
Date: March 7, 2022
Re: J. Warren Killam Elementary School - MSBA Eligibility Period Project

On March 2, 2022, the Massachusetts School Building Authority (the "MSBA") Board of Directors voted to invite the Statement of Interest for the J. Warren Killam Elementary School into the MSBA's Eligibility Period.

Please find attached the notification letter from the MSBA's Executive Director John K. McCarthy and a Powerpoint overview of the deliverables and timelines associated with the 270-day Eligibility Period.



Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

March 2, 2022

Mr. Fidel A. Maltez, Town Manager
Town of Reading
Reading Town Hall
16 Lowell Street
Reading, MA 01867

Re: Town of Reading, J. Warren Killam Elementary School

Dear Mr. Maltez:

I am pleased to report that the Massachusetts School Building Authority (the “MSBA”) Board of Directors voted to invite the Statement of Interest (the “SOI”) for the J. Warren Killam Elementary School in the Town of Reading (the “Town”) into the MSBA’s Eligibility Period. The 270-day Eligibility Period formalizes and streamlines the beginning of the MSBA’s grant approval process and benefits the Town by providing a definitive schedule for the completion of preliminary requirements, assisting with the determination of financial and community readiness, and identifying needs for planning and budgeting. Successful completion of all activities in the Eligibility Period will allow the Town to be eligible for an MSBA invitation to Feasibility Study.

Invitation into the Eligibility Period is *not* an invitation to Feasibility Study. Moving forward in the MSBA’s process requires collaboration with the MSBA, and an invitation to Feasibility Study will require a further vote of the MSBA Board of Directors. Communities that “get ahead” of the MSBA without MSBA approval will not be eligible for grant funding.

Additionally, the Town’s vote by the Board of Directors approving a potential grant will be no sooner than July 1, 2024. To qualify for any funding from the MSBA, local communities must follow the MSBA’s statute and regulations, which require MSBA partnership and approval at each step of the process.

The Town’s Eligibility Period will commence on June 1, 2022 and conclude on February 27, 2023. During this time, the Town must complete the preliminary requirements in accordance with the schedule on page three of this letter. The first item that requires completion by the Town is the Initial Compliance Certification, which will be sent to the Town electronically two weeks prior to its commencement date, on May 18, 2022.

The ability of the Town to complete the preliminary requirements within the 270 days does not guarantee an invitation into the MSBA Capital Pipeline. Further, if the Town cannot complete

Page 2
March 2, 2022
Reading Eligibility Period Board Action Letter

the preliminary requirements within the 270-day Eligibility Period, the MSBA will require the Town to withdraw its SOI, and the Town will have to re-file an SOI during the next open SOI filing period and/or when the Town has the required financial and community support.

If the Town has concerns about meeting any of the deadlines set forth on page three of this letter, please notify the MSBA in writing by June 1, 2022. If you have questions or would like additional information regarding the Eligibility Period, please refer to our website (<http://www.massschoolbuildings.org/building/prerequisites>) and/or contact Jennifer Flynn at the MSBA (Jennifer.Flynn@MassSchoolBuildings.org).

I look forward to continuing to work with you throughout the MSBA's grant program process. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,



John K. McCarthy
Executive Director

Cc: Legislative Delegation
Karen Herrick, Chair, Reading Board of Selectmen
Thomas Wise, Chair, Reading School Committee
Dr. Thomas Milaschewski, Superintendent, Reading Public Schools
File: 10.2 Letters (Region 3)

Eligibility Period Schedule of Deliverables

Town of Reading J. Warren Killam Elementary School

MSBA Board of Directors Meeting – March 2, 2022

Eligibility Period Commences – June 1, 2022		
MODULE ONE - Eligibility Period		
Deliverable	Days	Due Date and Status
Initial Compliance Certification	30	July 1, 2022 Required
School Building Committee	60	July 31, 2022 Required
Educational Profile Questionnaire	90	August 30, 2022 Required
Online Enrollment Projection	90	August 30, 2022 Required
Enrollment/Certification Executed	180	November 28, 2022 Required
Maintenance and Capital Planning Information	180	November 28, 2022 Required
Local Vote Authorization	270	February 27, 2023 Required
Feasibility Study Agreement	270	February 27, 2023 Required
Eligibility Period Concludes – February 27, 2023		

Note: If the District has concerns about meeting any of the following deadlines, please let the MSBA know by June 1, 2022. The MSBA will require districts that are unable to complete the preliminary requirements within the timeframes noted for each to withdraw its SOI and reapply when the District has the financial and community support required.

Massachusetts School Building Authority

Deborah B. Goldberg, State Treasurer and Receiver-General

Chairperson

James MacDonald

Chief Executive Officer

Jack McCarthy

*Executive Director, Deputy
Chief Executive Officer*



Eligibility Period

Overview of Module One



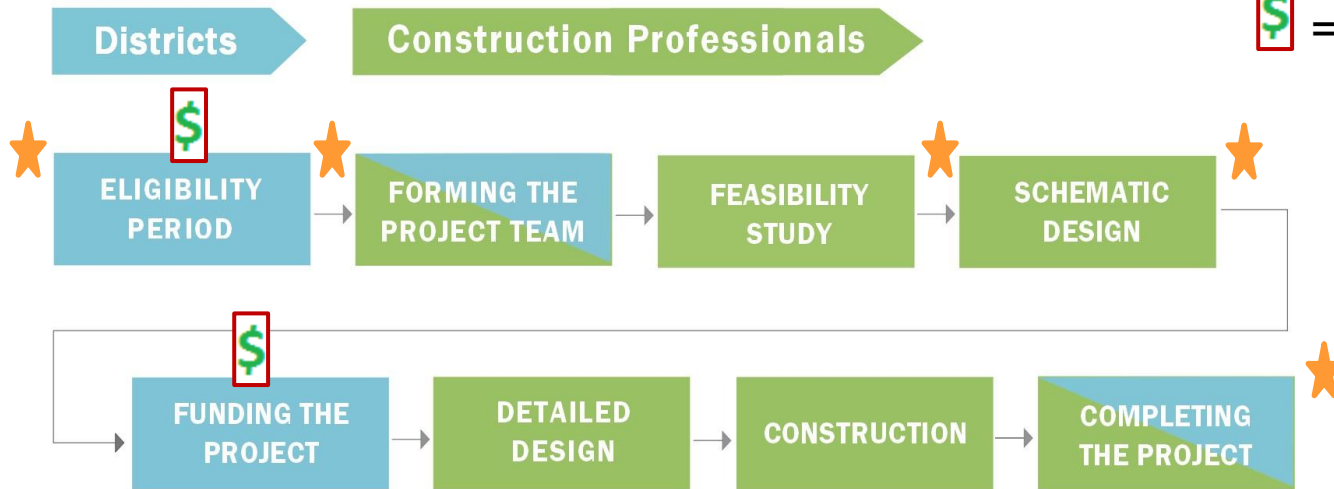
Module One – Module Five

MSBA Building Process

★ = Board Vote

🇺🇸 = Funding Vote

Steps primarily for:



http://www.massschoolbuildings.org/building/modules_overview



Estimated Timeline for Town Votes: To Be Confirmed

- November 2022 - First Vote for Feasibility Study and Schematic Design Funding through Town Meeting
- November 2024 - Second Vote for Construction Funding through Town Meeting
- April 2025 – Town-wide Vote for Construction, Ballot Question

The percentage reimbursement rate will be calculated by MSBA following the completion and acceptance of the feasibility study and schematic design work. The reimbursement rate will be presented to the Town before Town Meeting vote in November, 2024.

The dates above represent best case scenario and may shift due to several reasons. MSBA reports building a new school is typically a 5-7 year process.



Module One (Eligibility Period)



A district has up to 270 days from its Eligibility Period commencement date to complete all deliverables.



Eligibility Period Timeline – 270 Days

Eligibility Period	
Deliverable	Days
Initial Compliance Certification	30
School Building Committee	60
Educational Profile Questionnaire	90
Online Enrollment Projection	90
Enrollment/Certification Executed	180
Maintenance and Capital Planning Information	180
Local Vote Authorization	270
Facility Study Agreement	270
Eligibility Period Concludes - 270 days after commencement	



Initial Compliance Certification (ICC)

- What is it?
- Provided electronically two weeks prior to EP commencement (date included in Board Action Letter)
- Due within 30 days Signatures required: Local CEO, School Committee Chair, Superintendent



Deborah B. Goldberg
Chairman, State Treasurer

John K. McCarthy
Executive Director

INITIAL COMPLIANCE CERTIFICATION
CITY/TOWN/DISTRICT
SCHOOL
MSBA Project No.

This Initial Compliance Certification ("ICC") must be completed by all Eligible Applicants who have submitted a Statement of Interest to the Massachusetts School Building Authority (the "Authority") and have been invited into the Eligibility Period. The Authority will not consider a District to be eligible for a school building repair, renovation or construction grant until after the District has properly submitted an ICC in the form and manner prescribed by the Authority. Each District shall exercise due diligence in ascertaining and certifying the truth, completeness and accuracy of each of following statements, acknowledgements, certifications, agreements and representations. The Eligible Applicant shall also have a continuing duty throughout the Eligibility Period, a Feasibility Study, and all phases of a Proposed Project or Approved Project to inform the Authority in writing when it becomes aware of information that impairs the truth, completeness or accuracy of any of the following statements, acknowledgements, agreements or representations. The Authority's reference to certain of its regulations, policies, procedures, guidelines and standards in this ICC shall not be construed in any way as a waiver of any of its other regulations, policies, procedures, guidelines, or standards and the Authority's reference to a portion of a regulation, policy, procedure, guideline, or standard, or paraphrasing thereof, shall not be construed as a waiver of the remainder.

Unless otherwise specified, all capitalized terms shall have the meanings ascribed to such terms in M.G.L. c. 70B or 963 CMR 2.00 et seq.

1. The CITY/TOWN/DISTRICT ("District") hereby certifies that it shall remain in compliance with, the provisions of M.G.L. c. 70B, Chapter 208 of the Acts of 2004, 963 CMR 2.00 et seq., and all other applicable statutes, rules, policies, procedures, guidelines and standards of the Authority.
2. The District hereby certifies and represents that all meetings of all public bodies in the District that relate in any way to the Proposed Project including, but not limited to, the meetings of the District's school building committee, have been conducted, and shall be conducted, in compliance with the provisions of G.L. c. 30A, §§ 18 – 25, 940 CMR 29.00 et seq. and all other applicable law.



School Building Committee (SBC)

- What is it?
- Due within 60 days
- Decision makers and approval granters
- Minimum requirements for membership
 - Permanent Building Committee
- Voting and non-voting members
- Diversity
- Updates
- FAQ's

[PLEASE PRINT ON CITY, TOWN, OR DISTRICT LETTERHEAD]

Date _____

_____, MSBA Project Coordinator
 Massachusetts School Building Authority
 40 Broad Street, Fifth Floor
 Boston, Massachusetts 02109

Dear _____:

In accordance with 963 CMR 2.00, attached for your review and approval is the membership of the School Building Committee for [insert here] School located in the Town of XXX/City of XXX/XXX Regional School District. The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws and agreements of the Town of XXX/City of XXX/XXX Regional School District. Committee Members include the following:

(Please provide name, title, address and phone number of each member, and indicate who the Chair of the School Building Committee is. Also, please indicate whether the member has voting power. Some categories may have more than one name. All members must be included)

Designation	Name and Title	Address	Email Address and Phone Number	Voting Member ?
SBC member who is MCPPO certified ¹				
Local Chief Executive Officer				
Administrator or Manager ²				
School Committee Member (minimum of one)				
Superintendent of Schools				
Local Official responsible for Building Maintenance				
Representative of Office authorized by law to construct school buildings				
School Principal				

Member knowledgeable in educational mission and function of facility				
Local budget official or member of local finance Committee				
Members of community with architecture, engineering and/or construction experience				
Other: Please provide brief background info/expertise				

Listed below is the past performance of the school building committee, the building committee (temporary or permanent), or any other committee responsible for oversight, management, or administration of the construction of public buildings and its individual members:

After approval of this committee by the Authority, the (City, Town or Regional School District) will notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee.

Sincerely,

Authorized Signature for the City, Town, or Regional School District

 Approved by MSBA Date

¹Please attach the certification from the Office of the Inspector General demonstrating completion of the MCPPO Program.
²"Administrator or Manager" refers to a Town Administrator, Town Manager, or to an equivalent position.



Educational Profile Questionnaire (EPQ)

- What is it?
- Due within 90 days
- Formatted for your district and provided electronically ahead of EP commencement
- Importance

- Chapter 74 Viability Documentation *(if applicable)*

Massachusetts School Building Authority
School District Educational Profile Questionnaire (the “Questionnaire”)

Date _____

Name of School District (the “District”) _____

Name of Priority Statement of Interest School _____

Author(s) of the Educational Profile Questionnaire (Name, Title) _____

As part of the District’s invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 20XX Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District’s facilities, teaching methodology, and program offerings.



Educational Profile Questionnaire (EPQ)

SECTION ONE: District-wide Facilities

A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a “Y” for accurate and “N” for not accurate. Additionally, please complete any non pre-populated information.

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N

B. Using the space below, please describe how students progress from grades K to 12 (e.g. students from North Elementary School attend East Middle School, students from South Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was pre-populated.

[Type text here...]



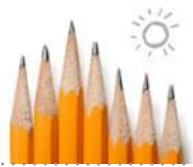
Educational Profile Questionnaire (EPQ)

Section Two:
Tell us who you
are now

SECTION TWO: Current Priority Statement of Interest School, (XXX) School

A. Please complete the chart below indicating the number of each room type currently in the XXX School. Please use the Comments column to further describe a program, if applicable.

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i>		
<i>Kindergarten (indicate full/ half day in the Comments column)</i>		
<i>Grade 1</i>		
<i>Grade 2</i>		
<i>Grade 3</i>		
<i>Grade 4</i>		
<i>Grade 5</i>		
<i>Grade 6</i>		
<i>Grade 7</i>		
<i>Grade 8</i>		
<i>Math (Grades 9-12)</i>		
<i>Science/ General Classroom (Grades 9-12)</i>		
<i>Science Lab/ Demonstration (Grades 9-12)</i>		
<i>Social Studies (Grades 9-12)</i>		
<i>English (Grades 9-12)</i>		
<i>World Language (Grades 9-12)</i>		
<i>Other (indicate program in the Comments column)</i>		
<u>SPECIAL EDUCATION</u>		
<u>ART</u>		
<u>MUSIC</u>		
<i>Practice Rooms</i>		
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>		
<i>Gymnasium</i>		
<u>MEDIA CENTER</u>		
<u>DINING & FOOD SERVICE</u>		
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>		
<u>ADMINISTRATION & GUIDANCE</u>		
<u>OUTDOOR LEARNING</u>		
<u>AUDITORIUM</u>		
<u>NATATORIUM</u>		
<u>DESE APPROVED CHPT 74 SPACES</u>		Indicate which programs are currently offered
<u>NON-CHPT 74 ENRICHMENT PROGRAM</u>		Indicate which programs



Educational Profile Questionnaire (EPQ)

Section Two continued: Tell us who you are now

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *currently* used (e.g. multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.).

[Type text here...]

C. Using the space below, provide information about the XXXX School's *current* teaching methodology (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.

[Type text here...]



Educational Profile Questionnaire (EPQ)

Section Three: Tell us what you envision

SECTION THREE: Proposed Priority Statement of Interest School, (XXX) School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the 'Room Type' column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 20XX Statement of Interest and as discussed during the District's Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the 'Room Type' column should include all grades between Grade K and Grade 8).

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i>		
<i>Kindergarten (indicate full/ half day in the Comments column)</i>		
<i>Grade 1</i>		

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<i>Grade 2</i>		
<i>Grade 3</i>		
<i>Grade 4</i>		
<i>Grade 5</i>		
<i>Grade 6</i>		
<i>Grade 7</i>		
<i>Grade 8</i>		
<i>Math (Grades 9-12)</i>		
<i>Science Instructional Space (Grades 9-12)</i>		
<i>Social Studies (Grades 9-12)</i>		
<i>English (Grades 9-12)</i>		
<i>World Language (Grades 9-12)</i>		
<i>Other (indicate program in the Comments column)</i>		
<u>SPECIAL EDUCATION</u>		
<u>ART</u>		
<u>MUSIC</u>		
<i>Practice Rooms</i>		
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>		
<i>Gymnasium</i>		
<u>MEDIA CENTER</u>		
<u>DINING & FOOD SERVICE</u>		
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>		
<u>ADMINISTRATION & GUIDANCE</u>		
<u>OUTDOOR LEARNING</u>		
<u>AUDITORIUM</u>		
<u>NATATORIUM</u>		
<u>DESE APPROVED CHPT 74 SPACES</u>		
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>		
<u>NON-SCHOOL DISTRICT SPACES</u>		e.g. Public Works e.g. project-based learning spaces, common area learning spaces
<u>OTHER (indicate type of program in the Comments column)</u>		

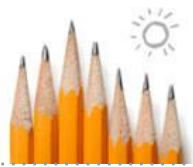


Educational Profile Questionnaire (EPQ)

Section Three continued: Tell us what you envision

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *proposed* to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.

C. Using the space below, provide information about the XXX School's *proposed* teaching methodology, if known at this time (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include any changes to class size policies, if applicable.



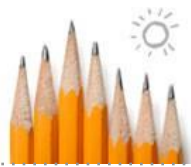
Educational Profile Questionnaire (EPQ)

Section Four:

SECTION FOUR: Community Engagement

A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on the XXX School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.

[Type text here...]



Educational Profile Questionnaire (EPQ)

Section Five:

SECTION FIVE: Attachments

A. Please attach to this completed Questionnaire any **Executive Reports or Conclusions** of reports or studies related to: Coordinated Program Review, Master Plan/ Facilities Plan (if not already on file), and NESDEC/NEASC reports (if not already on file). Below, list all documents attached (as applicable).

Documents attached:

[Type text here...]



Enrollment

- Eligibility Period Access Form
 - Provided to you in a follow up communication by your Project Coordinator
 - Read and/or write access
- Two due dates:
 - Online enrollment questionnaires due within 90 days
 - Signed certification due within 180 days
- Enrollment meeting
- Design enrollment vs. study enrollment
- Enrollment certification and importance

Enrollment Home	District Contacts				
Enrollment	Population	Building Permits	Housing Sales	Baseline Projection	Submit

Enrollment Questionnaire

Welcome to the Enrollment Projection system's Enrollment Questionnaire. In this phase of the enrollment projection, the system will supply some basic information about the your district which you should review. You will also be asked to provide any information which we have not yet gathered. This information will be used to inform the projection.

You can navigate by using the NEXT and PREVIOUS buttons at the bottom of the screen, or you can move around within the projection at any time.

Only your authorized local Chief Executive Officer can submit this data. He or she must log in to the system, review the data you have entered, and enter his or her name and date on the Submit page.

Enrollment

The following is the actual enrollment as of October of each year for the last ten years as provided by the district to the DESE. If any information is not displayed, you will be asked to enter it in the space provided.



Maintenance and Capital Planning (MCP)

- What is it?
- Eligibility Period Access Form
 - Same as enrollment access form
 - Read and/or write access
- Due within 180 days
- Incentive points

Maintenance and Capital Planning District Information

MCP Staffing Planning FCI Environment Budget Capital Program Capital Budget Attachments Submit

District Name : Boston
Date Created : 5/24/2011

Maintenance and Capital Planning Record

Entering Data

This record is required before any district projects will receive any MSBA funding commitment. Please fill out the form to the best of your ability. Many response will require attachments. Required questions are marked throughout with a **red asterisk**. The Maintenance and Capital Planning record calls for district-level information and not information on specific schools seeking MSBA funding.

Click here if you would like to pre-populate your form with information from your last electronic submission. This will clear any information you have already entered. You cannot pre-populate information if you have not yet submitted an electronic Maintenance and Capital Planning form.

[Pre-Populate](#)

Sections

General Information	Incomplete
Staffing	Incomplete
Maintenance Planning	Incomplete
Facilities Condition Index	Incomplete
Environment	Incomplete
Maintenance Budget	Incomplete
Capital Program	Incomplete
Capital Budget	Incomplete



Vote Language

- Standard vote language
 - Cities/ Towns
 - Regional School Districts
- MSBA review of language
- Appropriation is for Feasibility Study through Schematic Design

Attachment A

ARTICLE

To see if the Town will vote to appropriate, borrow or transfer from available funds, an amount of money to be expended under the direction of *[the School Building Committee]* for *[Insert description of feasibility study, including name of school, description of location, address]*, for which feasibility study the Town may be eligible for a grant from the Massachusetts School Building Authority. The MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in connection with the feasibility study in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the Town.

MOTION/VOTE/ORDER

That the *[City/Town]* appropriate the amount of _____ (\$ _____) Dollars for the purpose of paying costs of *[Insert description of feasibility study, including name of school, description of location, address]*, including the payment of all costs incidental or related thereto, and for which *[the City/Town]* may be eligible for a grant from the Massachusetts School Building Authority ("MSBA"), said amount to be expended under the direction of *[the School Building Committee]*. To meet this appropriation the *[Insert the appropriate local official or Board]*, with the approval of the *[Selectmen /Mayor/City Manager]* is authorized to borrow said amount under and pursuant to M.G.L. Chapter 44, or pursuant to any other enabling authority. The *[City/Town]* acknowledges that the MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the *[City/Town]* incurs in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the *[City/Town]*, [and further provided that the appropriation hereunder shall be subject to and contingent upon an affirmative vote of the Town to exempt the amounts required for the payment of interest and principal on said borrowing from the limitations on taxes imposed by M.G.L. 59, Section 21C (Proposition 2½)], and that the amount of borrowing authorized pursuant to this vote shall be reduced by any grant amount set forth in the Feasibility Study Agreement that may be executed between the *[City/Town]* and the MSBA.

Attachment B

BALLOT QUESTION

Shall the *[City/Town]* of _____ be allowed to exempt from the provisions of Proposition two-and-one-half, so called, the amounts required to pay for the bonds issued in order to *[Insert description of the feasibility study]*?



Feasibility Study Agreement (FSA)

- What is it?
- Exhibits A-C
 - Exhibit A- Budget
 - Exhibit B- Scope
 - Exhibit C- Reimbursement Rate
- Signature required by Eligible Applicant
- Legal Certification
- FSA must be signed and returned to your assigned Project Coordinator several weeks ahead of the district's targeted MSBA Board Meeting for invitation to Feasibility Study

MSBA Project No.
District:

MASSACHUSETTS SCHOOL BUILDING AUTHORITY FEASIBILITY STUDY AGREEMENT

This Feasibility Study Agreement, dated the XXXX day of XXXXXXXXXXXX, 20XX (the "Agreement") is between the Massachusetts School Building Authority (the "Authority"), a public instrumentality of the Commonwealth of Massachusetts established by Chapter 70B of the Massachusetts General Laws and Chapters 208 & 210 of the Acts of 2004 of the Commonwealth, in each case as amended from time to time, and the _____ (the "District").

WHEREAS, the District submitted a Statement of Interest to the Authority for the _____ (hereinafter "School"), and the District prioritized this Statement of Interest as its priority to receive any potential funding from the Authority;

WHEREAS, the Board of Directors of the Authority has voted to authorize the Parties to enter into this Agreement upon the terms and conditions stated herein.

WHEREAS, the Feasibility Study is one step in the multi-step process of the Authority's grant program for school building construction and renovation projects, and the invitation to collaborate on conducting and/or reviewing a Feasibility Study is not approval of a project or any funding by the Authority, except as expressly provided in this Agreement;

WHEREAS, the Authority's grant program for school building renovation and construction projects is a non-entitlement, discretionary program based on need, as determined by the Authority;

WHEREAS, the District has submitted a signed Initial Compliance Certification, as described in 963 CMR 2.02, 2.03 & 2.10(2), in the form prescribed by the Authority, and it has been accepted by the Authority;

WHEREAS, the District has formed a School Building Committee to monitor the Feasibility Study and advise the District during the study;

WHEREAS, the Authority may reimburse the District for a portion of eligible, approved costs incurred in connection with the Feasibility Study undertaken by the District for the School under certain terms and conditions, hereinafter provided, and subject to the provisions of M.G.L. c. 70B, 963 CMR 2.00 *et seq.* and all applicable policies and guidelines of the Authority.

NOW THEREFORE, in consideration of the promises and the agreements, provisions and covenants contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Authority and the District (together, the "Parties") agree as follows:



Next Steps:

- Mid-April Kick Off Meeting with MSBA Project Coordinator and Town's School Building Team

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, Ed.D.
Date: March 3, 2022
Re: Vacation Learning Academy Update

At the March 7, 2022 School Committee meeting I will present the attached report on the February Vacation Academy held February 22-25, 2022. This report will include information about the program components, student participation, positive outcomes, and constructive feedback.

Thank you for the opportunity to present this report.

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: March 7, 2022
Re: 2022-2023 Kindergarten Enrollment Update, as of February 28, 2022

Please find on the page to follow the Kindergarten Enrollment and Class Size Update, which compares actual enrollment reported on October 1, 2021, with actual enrollment reported on February 28, 2022. The table also compares projected enrollment for the 2022-2023 school year with the actual number of registrations received as of February 28, 2022.

Actual Kindergarten enrollment as of October 1, 2021, totaled 291 students. During the school year, one student withdrew from Joshua Eaton and one student enrolled at Barrows resulting in no change in kindergarten enrollment overall through February 28, 2022.

Projected Kindergarten enrollment for the 2022-2023 school year totals 250 students: 218 Full Day Kindergarten students and 32 Half Day Kindergarten students. As of February 28, 2022, the actual number of registrations received totaled 191 students: 182 for FDK and 9 for HDK.

Although to date the number of registrations is below projections by (59) students, we expect enrollment to continue to grow over the next several months. For example, during the last four days, 16 additional registrations were received. The Town of Reading's Census Data reflects 264 students residing in Reading who are eligible for kindergarten in the 2022-2023 school year. We will continue to monitor enrollment and class size closely.

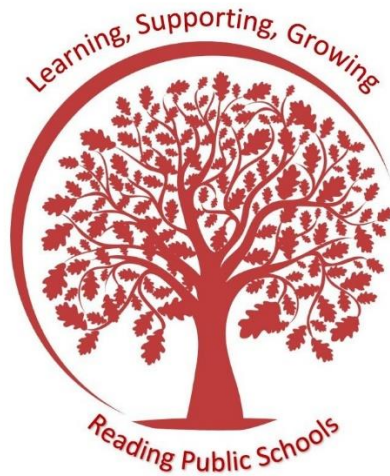
Students who qualify for special education and English Language services will be identified in the spring following Kindergarten screening.

**Reading Public Schools
Kindergarten Enrollment and Class Size Update
February 28, 2022**

School	October 1, 2021 Enrollment	February 28, 2022 Enrollment	Change between February - October	FY23 Projected Enrollment	February 28, 2022 Registrations	Change between FY Registrations Received and FY23 Projections
Barrows	Grade K	Grade K		Grade K	Grade K	
FDK	16	16		15	12	
FDK	17	17		16	12	
FDK	18	19		16	13	
# Sections	3	3		3	3	
Total	51	52	1	47	37	-10
Birch Meadow	Grade K	Grade K		Grade K	Grade K	
FDK	16	16		15	14	
FDK	15	15		15	14	
FDK	17	17		15	14	
# Sections	3	3		3	3	
Total	48	48	0	45	42	-3
Joshua Eaton	Grade K	Grade K		Grade K	Grade K	
HDK	19	19		18	2	
FDK	18	17		15	13	
FDK	17	17		15	13	
FDK	17	17		16	14	
# Sections	4	4		4	4	
Total	71	70	-1	64	42	-22
Killam	Grade K	Grade K		Grade K	Grade K	
HDK	16	16		16	7	
FDK	20	20		15	10	
FDK	21	21		15	11	
FDK	21	21		16	11	
# Sections	4	4		4	4	
Total	78	78	0	62	39	-23
Wood End	Grade K	Grade K		Grade K	Grade K	
FDK	22	22		16	15	
FDK	21	21		16	16	
FDK						
# Sections	2	2		2	2	
Total	43	43	0	32	31	-1
TOTAL	Grade K	Grade K		Grade K	Grade K	
Total HDK Sections	2	2	0	2	2	0
Total FDK Sections	14	14	0	14	14	0
Total K Sections	16	16	0	16	16	0
Total HDK Students	35	35	0	34	9	-25
Total FDK Students	256	256	0	216	182	-34
Total K Students	291	291	0	250	191	-59

*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
March 7, 2022



Correspondence/ Information

Lapierre, Samantha

From: Wise, Thomas
Sent: Thursday, February 17, 2022 1:24 PM
To: lauramstanton@gmail.com
Cc: Milaschewski, Thomas; Lapierre, Samantha
Subject: RE: Mask Choice

Laura –

We appreciate your willingness to write in to express your thoughts on this matter.

Thank you.

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>

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From: Laura Stanton <lauramstanton@gmail.com>
Sent: Thursday, February 17, 2022 12:33 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Cc: Jared Stanton <jstanton@concordps.org>
Subject: Mask Choice

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.

Reading School Committee Members,

I wanted to reach out in advance of tonight's meeting to implore this committee to rescind the mask mandate in our schools and put the choice of masking children into the hands of parents. All parents. Not just the parents of the middle and high school students, but elementary school students as well. To create an inequity across schools where we are masking our youngest learners is unthinkable to me. Frankly, I am shocked that the idea of requiring masks in our elementary schools, but not the other schools, is even on the table for discussion.

After reading through the SC packet for tonight, it's clear that parents in this town, your constituents, overwhelmingly support mask choice. However, the most important item in the packet was the letter on page 23 that was signed by Dr. Milaschewski, the RPS Director of Nursing, the RTA President, the Reading Director of PH and the RPS Physician. The recommendation of these town professionals and experts is to make the district's face covering policy "Mask Optional." The school committee has trusted and adopted the guidance of this team regarding decisions on Covid protocols for the last 2 years and I sincerely hope you will do so again. Not to mention, this is also the recommendation

of DESE and Governor Baker and has been adopted by the Town of Reading and Library Board of Trustees regarding their masking policies.

School Committees in towns across the state, and surrounding Reading, have all voted to rescind this mandate. Some of the timelines vary a bit, (Wakefield on 3/9, Lexington on 3/15) but at some point in March, all of these children will have the opportunity to be in the classroom without a mask. Please do not take that opportunity away from OUR children.

Thank you,

Laura Stanton
Mom to a Kindergartner and 4th Grader at Killam

Lapierre, Samantha

From: Wise, Thomas
Sent: Thursday, February 17, 2022 5:06 PM
To: Mike
Cc: Milaschewski, Thomas; Lapierre, Samantha
Subject: RE: Mask Policy in RISE Preschool Classrooms

Mike -

We appreciate your willingness to write in to express your thoughts on this matter.

Thank you.

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>

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-----Original Message-----

From: Mike Axiak <mike@axiak.net>
Sent: Thursday, February 17, 2022 4:53 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Mask Policy in RISE Preschool Classrooms

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.

To the school board of Reading --

I am happy to see case rates declining in our county and town. I am, however, worried about face coverings being removed when cases are still prevalent and preschool children are still not able to get inoculated. My wife and I would very much recommend that preschool classrooms keep a mask policy until after a vaccine is available for this age group.

Best,
Michael Axiak

Lapierre, Samantha

From: Wise, Thomas
Sent: Friday, February 18, 2022 12:12 PM
To: Chris Scouras
Cc: Milaschewski, Thomas; Lapierre, Samantha
Subject: RE: Mask Mandate

Chris –

Thank you for writing in to express your thoughts on the matter.

Last night the School Committee voted to rescind the Face Covering policy covering RPS schools, including RISE, effective 12:01 a.m. on 2022-02-28. There is still a high recommendation that unvaccinated individuals wear masks, but without the mandate, that will be an individual choice.

Thank you.

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>

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From: Chris Scouras <chris.scouras@gmail.com>
Sent: Thursday, February 17, 2022 6:05 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Mask Mandate

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.

Good evening,

I'm writing to express my support to lift the mask mandate for RPS students.

My son is enrolled at R.I.S.E preschool. He has been diagnosed with a global developmental delay that includes speech and social delays. I do not see the benefit in continuing to mandate that 3-5 year olds and their teachers wear masks. I do see the potential harm that is being caused by preventing these children from seeing their peers and teacher's faces every day. These children are at a crucial developmental stage and many of them like my son have been diagnosed with social and speech delays. It is time to allow them to interact without masks. I hope many of their teachers feel the same way and will choose to remove their masks but I strongly believe they should have the choice to do so.

If there is an insistence that the district keep the mask mandate I implore you to consider an exemption for the youngest age group who are desperately trying to catch up after being born into a world of lockdowns and quarantine.

Thank you
- Chris Scouras

Lapierre, Samantha

From: Wise, Thomas
Sent: Friday, February 18, 2022 12:13 PM
To: Keith Raymond
Cc: Milaschewski, Thomas; Lapierre, Samantha
Subject: RE: Parents choice

Keith –

Thank you for writing in to express your thoughts on the matter.

Last night the School Committee voted to rescind the Face Covering policy covering RPS schools effective 12:01 a.m. on 2022-02-28. There is still a high recommendation that unvaccinated individuals wear masks, but without the mandate, that will be an individual choice.

Thank you.

Thomas Wise

Chair
Reading School Committee



Email: thomas.wise@reading.k12.ma.us
SC Distribution List: schoolcommittee@reading.k12.ma.us
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From: Keith Raymond <keithraymond99@yahoo.com>
Sent: Thursday, February 17, 2022 6:45 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Parents choice

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.

Parents should have a say in whether or not their child wears something on their faces all day. Please do the right thing for the kids and parents and either lift the mandate or let us choose. This has gone on long enough!

Sent from Yahoo Mail on Android

Lapierre, Samantha

From: Wise, Thomas
Sent: Friday, February 18, 2022 12:14 PM
To: Lauren Ryan
Cc: Milaschewski, Thomas; Lapierre, Samantha
Subject: RE: Mask Mandate

Lauren -

Thank you for writing in to express your thoughts on the matter.

Last night the School Committee voted to rescind the Face Covering policy covering RPS schools effective 12:01 a.m. on 2022-02-28. There is still a high recommendation that unvaccinated individuals wear masks, but without the mandate, that will be an individual choice.

Thank you.

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
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-----Original Message-----

From: Lauren Ryan <ryan.laurenm@gmail.com>
Sent: Thursday, February 17, 2022 8:22 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Mask Mandate

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.

To whom it may concern,

I am the parent of a 1st grader at Barrows. My daughter has never been to school without having to wear a mask. She is resilient so she entered a new school, made friends, learned to read, and all the other things five year olds do...all without seeing the faces of her teacher or new friends.

Covid is a serious health issue and there was a time and a place for masks. When we were still learning out the virus and the risks to certain populations. Before vaccines were widely available to the school-aged population.

Our children have been forever effected by this pandemic. Please let them take the next step back to normalcy and eliminate the mask mandate.

Thank you for your consideration.

Best,
Lauren Ryan
617-634-9702

Sent from my iPhone

Lapierre, Samantha

From: Wise, Thomas
Sent: Friday, March 4, 2022 1:45 PM
To: Eryn MacDonald; Davis, James R
Cc: Milaschewski, Thomas; Lapierre, Samantha
Subject: RE: timing of removal of mask requirement in schools

Eryn / James -

Thank you for your feedback.

The committee considered multiple points of view, multiple data points and feedback from the administration before arriving at its final decision.

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>

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-----Original Message-----

From: Eryn MacDonald <erynmac@gmail.com>
Sent: Friday, February 18, 2022 10:09 AM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>; Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>
Cc: Davis, James R <jdavis@bu.edu>
Subject: timing of removal of mask requirement in schools

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.

To the School Committee:

We are writing to express our deep disappointment with the decision to end the mask requirement in RPS on February 28th. We are equally surprised and disappointed that the administration advocated for this decision. Personally, and based on trusted scientific sources, we think it is too early to end the mask requirement, at least at the elementary level, while vaccination rates in elementary schools are not as high as they should be, covid metrics are still high overall (though thankfully nowhere near the omicron peak), and under 5s still cannot be vaccinated. We are disturbed at the lack of concern this decision shows for those families with young children who cannot yet be vaccinated and who will

potentially be most affected by this change. But it was clear that this was a foregone conclusion and we were prepared to lose on that one.

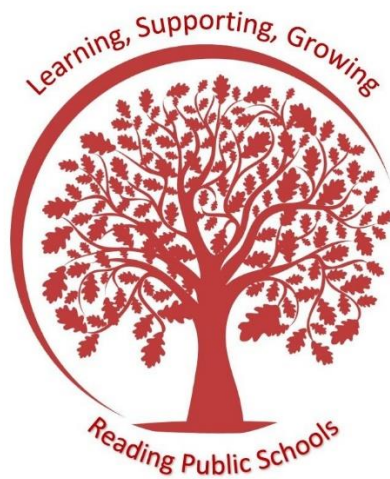
We are, however, completely incredulous at the decision to end the mask requirement on the day following February break--timing that even some who were advocating for an end to the requirement also questioned.

For all the public outcry about "unmasking our kids," sheer common sense would dictate that we not do it at a time when many families are traveling and there are likely to be more cases than usual, and thus more opportunity for transmission. We are astounded that the spike in cases we saw following the holiday break last month has been so quickly forgotten. We believe that the conclusion was that those cases mostly came from outside and not in-school transmission. But that was with universal masking. Without, even if some students do continue to wear masks, all will be less protected.

Another week or two wearing masks would not have hurt anyone, and may have helped to protect students, staff, and their families from illness or the logistical and financial hardships of quarantines. We truly hope that cases will continue to decline and this will end up being a non-issue, but we see no good reason to count on it. We understand there was strong public sentiment in favor of ending this requirement as soon as possible, but we had hoped that those making decisions could be counted on to lead rather than follow and make data-based decisions on this issue, and we are extremely discouraged at this outcome.

Eryn MacDonald and James Davis

Reading Public Schools
School Committee Meeting Packet
March 7, 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 School Committee Superintendent 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
	9/14/2021	District Improvement Plan Review & Update Discussion	Superintendent & School Committee
		ARPA Fund Discussion: Suggestions on Potential Fund Use and Actionable Next Steps	Superintendent & School Committee
	9/14/2021	Special Education Parent Advisory Council Meeting	
	9/21/2021	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 FY22 Quarterly Personnel Update Policy FF Execution: Naming of Facilities or Places within or on School Property	SROs & Superintendent Director of Human Resources Superintendent & School Committee

SY21-22 School Committee Calendar

Month	Date	Topic	Presenter(s)
	3/27/2022	Student Opportunity Act Submission Review, Discussion and Vote (Placeholder) Policy Review / Updates	Superintendent & School Committee Superintendent & School Committee
	3/30/2022	Reading Coalition for Prevention & Support Advisory Board Meeting	
April Social Media Coordinators - Shawn Brandt & Sarah McLaughlin			
April	4/5/2022	Town Election Day	
	4/12/2022	Special Education Parent Advisory Council Meeting	
	4/14/2022	Vote on Last Day of School (A) (Placeholder) Policy Review / Updates	School Committee 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			
May	5/2/2022	Town Meeting	
	5/5/2022	Town Meeting	
	5/9/2022	(Placeholder) Superintendent Evaluation - Process, Progress, & Data Review District Improvement Plan Update	Superintendent 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) Final Vote on FY23 Budget & Capital Plan (A)	Superintendent & School Committee Director of Finance & School Committee
5/30/2022	Memorial Day		
June Social Media Coordinators - TBD			
June	6/5/2022	RMHS Graduation	
	6/9/2022	(Placeholder) Superintendent Evaluation RMHS Handbook Updates (A) SEPAC Year End Update Special Education & Student Services Year End Update	School Committee RMHS Administration SEPAC Assistant Superintendent of Student Services
	6/14/2022	Special Education Parent Advisory Council Meeting	
	6/16/2022	Last Day of School (No Snow Days)	
	6/20/2022	Juneteenth Observed	
	6/23/2022	FY22 Budget Transfers (if needed) (A) Declare Surplus Equipment (A) FY22 Quarterly Personnel Update Learning & Teaching Year End Update Reorganization Liaison Discussion	Director of Finance Director of Finance Director of Human Resources Assistant Superintendent of Learning & Teaching School Committee School Committee
	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			