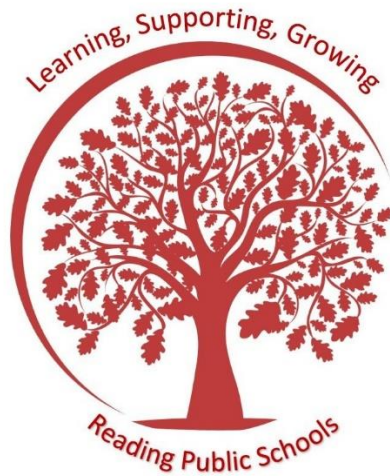


Reading Public Schools
School Committee Meeting Packet
October 6, 2022



Open Session 7:00p.m.

RMHS Schettini Library



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2022-10-06

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda: Revised

Purpose: Open Session

Meeting Called By: Shawn Brandt, 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
7:05 p.m.	E.	New Business 1. Recognition of National Merit recipients 2. Introduction of RMHS Student Advisory Committee
7:15 p.m.	B.	Public Comment Consent Agenda 1. Minutes (09-15-2022) 2. Donation from Friends of RMHS Cheering 3. Donation from Friends of Reading Field Hockey 4. Donation from Women's League of Reading to Parker Science Olympiad Reports 1. Students 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Director of Finance and Operations 5. Superintendent 6. Liaison/Sub-Committee
7:45 p.m.	C.	Personnel 1. Entry Updates Parker – Rochelle Rubino Barrows – Alissa Gallegos Wood End – Nicole Schwartz RISE – Joanne King
8:15 p.m.	D.	Old Business 1. Review and Approve RMHS Handbook Updates (A)

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.

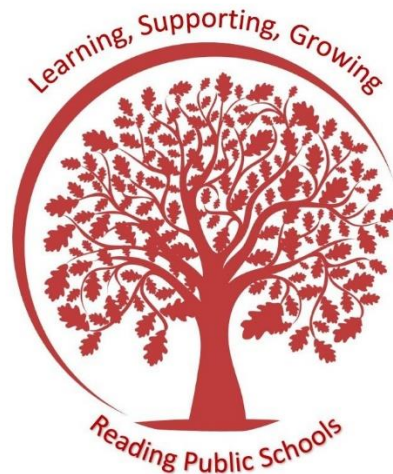


Town of Reading Meeting Posting with Agenda

8:45 p.m.	E.	New Business 3. Assign Voting Delegate(s) for MASS / MASC Joint Conference (A) 4. 2022 MCAS Results Overview and Discussion 5. District Improvement Plan Review 6. October Enrollment Update 7. Town / School Agreement related to End of Year Report; possible vote on recommended revisions (A) 8. FY22 End of Year Financial Summary; possible vote on budget transfers (A)
	F.	Information / Correspondence 1.
10:00 p.m.		Adjourn

**Times are approximate

Reading Public Schools
School Committee Meeting Packet
October 6, 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: School Committee
From: Dr. Thomas Milaschewski, Superintendent of Schools
Date: October 4, 2022
Re: National Merit Scholars

Congratulations to RMHS students [Althea Culaba, Brendan Manning, Luka Moran, Liam Synnott, and Michelle Walsh](#) who were recently named National Merit Commended students and to Abigail LeBovidge who was named as a National Merit Semifinalist. These awards are presented to students with the most competitive PSAT scores across the country. More information about this tremendous academic accomplishment can be found through [this link](#). During the October 6th School Committee meeting, we will recognize these students publicly.

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: School Committee
From: Dr. Thomas Milaschewski, Superintendent of Schools
Date: October 6, 2022
Re: Student Advisory Committee

During the October 6th School Committee meeting, I will introduce the five members of the student advisory committee. This student advisory committee will elect from their group a chairperson who will serve as ex-officio, nonvoting member of the Reading School Committee. Per MGL, this student advisory committee will meet with the Reading School Committee at least once every other month during the school year.

Reading Public Schools
School Committee Meeting Packet
October 6, 2022



Consent Agenda



Town of Reading Meeting Minutes

Board – Committee – Commission – Council:

School Committee

Date: 2022-09-15

Time: 7:00 PM

Building: Reading Memorial High School

Location: Library

Address: 62 Oakland Road, Reading, MA

Members Present: - Shawn Brandt, Erin Gaffen, Carla Nazzaro, Sarah McLaughlin, Charles Robinson

Members not present: Tom Wise

Others Present: Superintendent Dr. Tom Milaschewski, Susan Bottan, Dr. Jennifer Stys, Dr. Sarah Hardy

Minutes Respectfully submitted by: Susan E Brown on behalf of the chairperson

A. Call to order – Mr. Brandt opened the session at 7:00 pm and reviewed the agenda.

B. Consent Agenda

Public Comment – Ms. Maria Morgan, Lee Street, presenting on behalf of her son.

My son has *Williams Syndrome*, and attends Wood End, she wanted the town to know that the teacher hadn't even met her son yet but formed a team and raised money to participate in a walk at Franklin Park Zoo to raise awareness for *Williams Syndrome*. The school is also having a special day this year to celebrate him.

Chris Haley – Tennyson Road, Mr. Haley thanked the RPS Volunteers who worked at the street faire on the dunk tank. The tank raised \$1,704.

Ms. Nazzaro made a motion to approve consent agenda, edits were made to the minutes.

Dr. Milaschewski explained the donation from Pegasus Foundation, there is a pilot program for Coolidge Middle school challenge day, Dr. Stys led a committee with school counselors and psychologists met to discuss the necessary support for Challenge Days, it was decided to have all our support staff attend that day to help students with the social emotional issues that could arise during that program. We will reassess after and decide if we move forward with similar program at Parker or reassess and change directions.

Motion to approve as amended passed 5-0.

Reports

1. Student - none
2. Dr. Stys – On September 20, 5pm – SEPAC will be meeting, it will cover the terms you hear in education tier level, sst, etc., there is a link to the website on the RPS website, the meetings will be held 3rd Tuesday of each month.

There is continuing partnership with community organizations to ensure that the community has full access to support our learners who learn differently, including but not limited to those who speak another language other than English. RPL will hold a new community member open house and will have interpreters available. Lynn Lyons has been working very closely training staff and will come Monday to work as a team with helping RPS support students with anxiety.

Working on program reviews, over the summer did a lot of planning and reviewing, we will be meeting with program staff and will present to the community in October.

3. Dr. Hardy – reported that the first few weeks of school have gone well, we have many initiatives that are rolling out, high quality researched based programs, both to students and teachers. ARC Core adding to grades, 3, 4, 5. Coaches will be available to assist with this program.

Launching K, 1, 2, grades illustrative match, we started 3-5 this is a continuation of that program. Teachers received additional training in this program.

Common Assessment in the middle school for math and will be sharing the training with other teachers.

High School has launched instructional leadership team led by Jessica Callanan, they have started classroom visits and observations to calibrate across the classrooms in RMHS.

4. Ms. Bottan - gave an operational update, the new Food Service Director, Day 8 is today, she has brought incredible impact and positivity to RPS, training the staff on obstacles and new POS program, she has brought fresh watermelon and apples from the local farms to the schools, they are working with Mary Giuliani to work on creating nutritional menus.

She's introducing a vegetarian option and smoothies as well.

Mike Scouten traffic safety and Ryan Percival working to improve morning drop off safety at RISE, new signage at parking lot, relined the street and parking areas, it's an incredible effort that is appreciated.

Mr. Robinson inquired as to why are we using a new POS system, when lunches are free to all students this year. Ms. Bottan explained it's used for 2nd, 3rd, lunch, and other items.

5. Superintendent - Dr. Milaschewski – weekly check in on the RMHS Track renovation, next Friday will be a home FB game, Cape and Island is at the painting phase at this point, it will be finished Sunday, and anticipating using the field next week, the padding is not ready so we will use the old, and the score board is old, and the lines on the track will be done later this fall. Thanks to Joe Huggins, and Kevin Cabuzzi, they did an incredible job working with the vendor and keeping it on budget.

We are in a good position regarding teacher positions be filled but we still need paraprofessional, substitutes, and tutors. Parents are willing to step in on a temporary basis. If anyone has any input, please advise.

Student school committee rep will be available in 2 weeks.

RMHS Homecoming is next week, kick-off party, spirit week, prizes, and football game and then dance on Saturday, 15 seniors planned the events over the summer.6. Liaison/Sub-Committee –

Ms. Nazzaro, inquired about 2 representatives for the school committee in the past, would it make sense to have 2 (jr & sr) this year.

Ms. Gaffen – SEPAC meeting will be virtual hoping for a large turn out and if we hold hybrid meetings hopefully many can attend. PARE is not meeting.

Mr. Robinson – The Reading Recc Committee met Monday night, met with new director, and discussed various topics.

Ms. Nazzaro mentioned there will be a Permanent Building Committee meeting on Monday, as well as Killam Building Meeting

Mr. Brandt – ARPA select Board approved all 5 recommendations 1.5 to BM phase 1, there will be another meeting on Oct 12th.

Select Board, legislative team, SEN Lewis there are schools getting MSBA funding are not receiving the full amount of the monies promised, etc. MSBA is struggling to fund the projects in the current environment of the state of the commonwealth of Massachusetts, the actual reimbursement rate is lower than what is promised.

Committee went into recess at 7:39 PM due to technical difficulties and returned at 8:02 PM

C. Personnel

Chris Nelson and Mackenzie Irwin – presented on extended day program with RPS, the presentation in its entirety is available in the packet.

Mr. Robinson questioned the comparison to other communities, and there are private entities that offer childcare and aftercare services, did we seek their information. It's not publicly available, is the labor shortage due to compensation alone?

Mr. Nelson – responded that we used para's and teachers as fill ins for those after care position and pay with a stipend, it's difficult to find staff to work in the morning, and then again in the afternoon, we also hire college and high school staff as well.

In terms of the revolving fund will that sustain this type of program with new wages.

Ms. Bottan, the school would fall just under the revolving fund, this is a sustainable program. The subscription rate shows how important this program is to RPS.

Mr. Nazzaro – Would the new program cover the additional 14 openings and pay at the higher rates and take on the additional enrollment.

Ms. Gaffen questioned when is the increase happening?

Ms. Bottan would like to make it retroactive to beginning of the school year and hiring and filling those positions and fulfilling the wait list to support the families in the community.

Ms. Gaffen – inquired if after school enrichment being reinstated, since we are out of Covid times.

Mr. Nelson mentioned we now have 2 people in the office doing the work of 4, once the program for after care is stable, bring enrichment back in January.

Mr. Brandt questioned the rate vs fees charged to families, what are the enrichment rates will that be able to be supported as well, will that need further staffing. We are \$5.50 per child for extended day, we are one of the lesser amounts in the area.

Those already enrolled in extended day can join in the enrichment program, at a discounted rate, the goal is to bring back to public in January. Extended Day is paid out of a revolving fund, and we are on track to have a surplus so this will not impact the general budget for RPS.

Dr. Milaschewski, thanked Chris Nelson and Makenzie Irwin for their leadership and support of the students in RPS.

D. Old Business

Ms. Nazzaro made a motion to approve the Killam warrant article introduction, seconded by Ms. McLaughlin. item to approve Killam warrant – seconded by Ms. McLaughlin. Vote carried 5-0.

Ms. Nazzaro motions to reopen Killam Warrant intro Discussion seconded by Mr. Robinson. Vote carried 5-0.

Introduction of the warrant – Mr. Brandt presented the request for changes on the warrant, feasibility report by Ms. Downing. Streamlined by Mr. Brandt, new warrant will be available in the updated packet.

Geoffrey Coram – comment you may want to address the RISE program as the RISE Preschool Program.

Ms. Nazzaro – move to approve Killam warrant article introduction as amended, seconded by Ms. McLaughlin, vote passed 5-0.

Ms. Nazzaro moves to approve the Killam warrant article and motion, seconded by Ms. McLaughlin, vote carries 5-0 as well.

E. New Business

1. District strategic plan presentation – Dr. Milaschewski

Team presenting an updated version of District Strategic Plan, originally this was created back in 2020.

Dr. Milaschewski walked through each of the bullet points and outlined what each will entail in getting this plan in place.

Ms. Nazzaro made a motion to approve 2022-2023 District Strategic Plan, second by Mr. Robinson passed 5-0.

2. Dr. Milaschewski, presented on district handbook to bring consistency throughout the district. Thanks to Ms. Marchant for bringing this to light.

Legal counsel stated that you need to keep the parent/guardian language due to specific legal meaning for those terms.

Dr. Stys is looking into an extracurriculars-specific handbook and each student middle school and above must sign off on accepting the handbook that they have read and agree to abide by the handbook.

Ms. Nazzaro made a motion to approve district handbook seconded by Ms. McLaughlin.

Mr. Robinson asked where the responsibility of constant handbook updates will lie?

Dr. Stys, stated it will remain with her team, to work with legal counsel, principals.

Vote carries 5-0

Motion to adjourn by Ms. McLaughlin seconded by Mr. Robinson vote passed 5-0

Meeting adjourned by Mr. Brandt at 9:15pm.

Friends of RMHS Cheer
26 Milepost Road
Reading, MA 01867

September 28, 2022

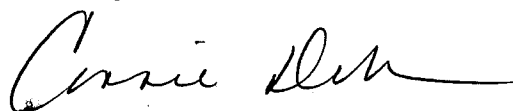
Dr. Thomas Milaschewski, Superintendent of Schools
Dr. Sarah Hardy, Assistant Superintendent for Learning and Teaching
Members of the Reading School Committee
82 Oakland Road
Reading, MA 01867

Hello,
Friends of RMHS Cheer would like to make a donation in the amount of \$2600.

The purpose of this donation is for choreography for the 2022 competition season for the Reading Memorial High School cheerleading team. Please see the attached invoice.

If you need additional information or would like to discuss, I can be reached at 781-439-1552.

Sincerely,

A handwritten signature in black ink, appearing to read "Connie DiMeo". The signature is fluid and cursive, with a long horizontal stroke at the end.

Connje DiMeo
President & Secretary
Friends of RMHS Cheer

September 18, 2022

Mr. Tomas Zaya
Athletic Director
Reading Memorial High School
62 Oakland Street
Reading, MA 01867

Dear Mr. Zaya,

On behalf of the Friends of Reading Field Hockey organization, we would like to donate \$2,000 to the RMHS Field Hockey Program. We respectfully request this donation be earmarked to compensate Assistant Coach Amy Mirasolo for her work this season.

Should you have any questions, please reach out to me at 617-803-3895 or email – mclaughron@gmail.com. The check is enclosed.

Sincerely,

A handwritten signature in black ink, appearing to read "Ron McLaughlin", with a long horizontal flourish extending to the right.

Ron McLaughlin

Treasurer FORFH



**Walter S. Parker
Middle School**

Memo

To: School Committee
From: Rochelle Rubino
Date: September 16, 2022
Re: Donation

The Parker Science Olympiad club has received a donation in the amount of \$250, from the Young Women's League of Reading. The League hopes it will help support their development in the upcoming year.

Please accept this donation from:

Young Women's League of Reading

P.O. Box 895

Reading, MA 01867



June 1, 2022

Parker Science Olympiads
45 Temple Street
Reading, MA 01867

Dear Parker Middle School,

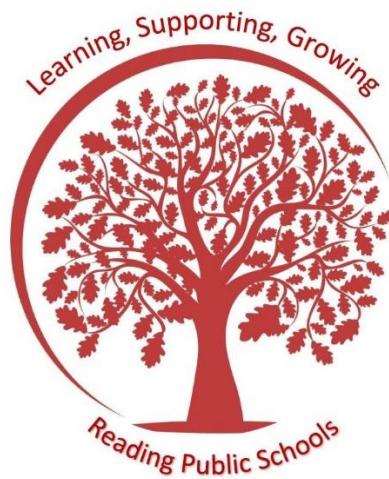
On behalf of The Women's League of Reading, Inc., I am pleased to present this donation of \$250 to the Parker Middle School Science Olympiads. We hope that this donation will help support your development in the upcoming year.

Best wishes from The Women's League of Reading.

Sincerely,

Kelsey Erenhouse
2021- 2022 Treasurer

Reading Public Schools
School Committee Meeting Packet
October 6, 2022



Personnel

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: School Committee
From: Dr. Thomas Milaschewski, Superintendent of Schools
Date: October 6, 2022
Re: Entry Plan

During our October 6th School Committee meeting, our three new principals will be presenting an overview of their respective entry processes. Mrs. Rochelle Rubino (Parker Middle School), Mrs. Alissa Gallegos (Barrows Elementary), and Mrs. Nicole Schwartz (Wood End Elementary) will briefly discuss how they are approaching their entry, what they are hoping to accomplish through the process, and what they have learned through their first three months in their roles. Also, Dr. Joanne King, recently announced as the new Interim Director at R.I.S.E. to both R.I.S.E. families and staff, will share her broad goals for her leadership in the program. After their presentations, these leaders will be prepared to answer any questions from the School Committee or community.

Principal Entry Plan

Rochelle M. Rubino, M. Ed., CAGS
July 1, 2022



Walter S. Parker Middle School
Kindness — Community — Personal Best
Reading Public Schools

Dear Parker Middle School Community,

I am extremely excited and honored to be joining the Parker Middle School Community as your next principal. I am eager to begin and eager to get to know the students, staff, families, and all stakeholders that make up the Parker community. As you may know, I have spent the past four years as the assistant principal of the Ottoson Middle School in Arlington and prior to that as a middle school English teacher. I reside just around the corner in Wakefield with my husband and two children - Gianna, a soon-to-be seventh-grader, and Vinny, a soon-to-be fourth grader.

The Parker Middle School is a vibrant school community with a history of strong educational leadership. As a newcomer to the district, it is important for me to spend the first four months engaging in a process to learn from and listen to the needs of all stakeholders of the Parker Middle School community. As a result, I have drafted this entry plan to share with the community my plans for the first four months of my tenure at Parker Middle School.

Rationale:

Throughout the interview process, I talked with many stakeholders and I shared that I am a collaborative and empathetic leader, who places a value on equity, belonging, the growth mindset, and individuality. Throughout this process, I have learned that Parker Middle School educators are student focused and care deeply about their students’ success. I am looking forward to learning more from students, staff, families, and other stakeholders about the culture and climate of Parker Middle School. As a result, this entry plan will enable me to create opportunities for me to hear from all of you by conducting structured interviews intended to systematically collect data and analyze themes. I will use a set of questions (see below) during the interviews. While the interviews will be confidential, I will analyze them to identify themes focused on the following: 1) A sense of belonging and identity, 2) goals for students’ success, 3) academic rigor, and 4) challenges or changes stakeholders believe need to occur.

Though this entry plan may come across as formal, I am also looking forward to getting to know everyone through many of the typical informal events. I also welcome ongoing feedback on this entry plan and will revisit the plan during our monthly faculty meetings and adjust as necessary. While leading the day to day work as principal, much of the first four months will entail a lot of listening and observational work, culminating in an end product in January – a shared set of values and priorities and some initial steps to work towards achieving them.

Early next week, I will send out sign-ups for times to begin meeting with me during July and August. If those dates do not work, there will be additional opportunities in the fall months too.



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Goals:

1. To get to know and to develop strong relationships with the staff within the Parker Middle School and Reading Public Schools administrative team and to get know and develop strong relationships with students and families that comprise the Parker Middle School Community
2. To learn about the current systems and protocols regarding student and staff safety and the general operational procedures of the Parker Middle School
3. To understand student achievement and analyze what supports are needed in order for all students to be successful
4. To learn more about the Reading community by engaging in community events in the town
5. To learn more about the Boston resident students and learn about their experiences as a student and family partner of Parker Middle School
6. To identify strengths, challenges, and opportunities of the Parker Middle School

Methodology:

In order to begin this entry work, I will be using the structured plan to guide my transition, while continuing to maintain the everyday duties as principal of Parker Middle School. I am most eager to be a part of a learning community where students are challenged academically and where students feel a strong sense of belonging for their school community.

During early July, I plan to work with the Parker administrative assistant, the Parker Middle School PTO, our district METCO coordinator, and other district administrative assistants to establish a schedule of structured, confidential interviews.

As the school year begins, I also plan to meet with students and engage in informal observations of students during classes, lunches, and in the hallways before and after school. Once the interviews and informal observations are completed, I will identify themes to represent the strengths, challenges, and opportunities of Parker Middle School. I plan to present the themes to the faculty, PTO, and the school council. Additionally, I will schedule a time for students to hear and discuss the themes from the student interviews. Finally, I will present an action plan that will form the base of our School Improvement Plan. As a school community, we will reflect upon the plan, edit, and begin to take steps for those changes.



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Phases:

Phase 1: Drafting (June)	
<i>During this phase, I will draft my entry plan and receive feedback from district admin and colleagues</i>	
<ul style="list-style-type: none">● read texts on entry planning● begin drafts	<ul style="list-style-type: none">● meet with colleagues for feedback● edit and revise

Phase 2: Listening and Learning (July - September)	
<i>During this phase, I will meet with the Parker Middle School stakeholders, conduct interviews, hold informal getting to know you sessions, and conduct informal observations.</i>	
<ul style="list-style-type: none">● Schedule meetings with interested faculty and staff either individually or in groups● Interview PTO and school council members● Attend informal parent coffee(s)/Zoom sessions● Interview METCO families● Interview secretarial staff	<ul style="list-style-type: none">● Meet with student leadership groups● Set up open meetings to meet with students● Set up an open meeting with METCO students● Attend department and team meetings● Visit classrooms● Conduct observations in hallways, cafeteria, and before and after school spaces



Phase 3: Analyzing Themes/Receiving Feedback (October - December)

During this phase, I will analyze themes from my interviews and observations and compile that information to share with stakeholders.

- | | |
|---|---|
| <ul style="list-style-type: none">● Compile information from the process● Receive feedback on action plan via Parker leadership team | <ul style="list-style-type: none">● Receive feedback on action plan via faculty meeting● Share final action plan with school council, administrative team, faculty, and students |
|---|---|

Phase 4: Planning (January and onward...)

During this phase, I will take what I have learned to draft a shared set of values and priorities and some initial steps to achieve those plans.

Interview Questions: *The questions below will vary depending upon the stakeholder group. I will ask an average of 5 to 8 questions during each interview.*

1. Tell me about yourself, including how long you've been here, what positions you've held, and how you think and feel about your work, including what you take pride in and what you find unsatisfying. I would also be interested in how you see the path of your learning and growth on the job.
2. Are we headed in the right direction, and pursuing it in the right way? How do you know?
3. What single decision would have the most impact on improving performance in the shortest time? How do you know?
4. What is our organization's core strength? How do you know?
5. What was your most difficult decision in the past year? What were the issues and how did you wrestle with them? With what result, and how did you feel about it? How did others react?
6. What was the biggest conflict in the organization and how was it handled and resolved? Who were the players? How should it have been handled and resolved?



Walter S. Parker Middle School

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Reading Public Schools

7. What networks of people in the organization act to influence what gets done and how things get done? What do the people have in common? What networks of individuals and organizations external to this organization exercise the greatest influences on what we do and how we do it?
8. How does the organizational infrastructure work, including policy, roles and responsibilities, and processes (such as decision-making, coordination, and communication)?
9. What's the one thing I might do that would make me fail in this job? Succeed?
10. What kind of leadership are you looking for from me? What will be the cues that tell me if I am on or off track? What are the norms for giving feedback upward here?

Conclusion:

I would like to thank the Parker Middle School community in advance for engaging with me in this work. I look forward to gaining an understanding of the shared core values of the school and I am looking forward to spending a lot of time listening and learning from all the stakeholders in the community. I wish you all a wonderful summer and look forward to seeing you at Parker and around the Reading community.

Sincerely,

*Rochelle
Rubino*

Rochelle M. Rubino, M. Ed., CAGS



Walter S. Parker Middle School

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Reading Public Schools

PRINCIPAL ENTRY PLAN

ALISSA GALLEGOS



Alice M. Barrows Elementary School

Be Safe, Be Respectful, Persevere, Collaborate



READING PUBLIC SCHOOLS IS COMMITTED TO MEETING THE NEEDS OF ALL LEARNERS. IT IS THE VISION OF THE READING PUBLIC SCHOOLS TO INSTILL A JOY OF LEARNING BY INSPIRING, ENGAGING AND SUPPORTING OUR YOUTH TO BECOME THE INNOVATIVE LEADERS OF TOMORROW.

Dear Barrows Community,

I am thrilled to have the opportunity to serve the Barrows Elementary School community this year as the new principal. As a resident of Reading, I know that I am entering a school that is unified by caring families, talented educators, supportive staff, and, most importantly, engaged and enthusiastic students. I look forward to learning more about what makes Barrows a special place to learn and grow through academics, people, and traditions.

As I transition into this new role, I am committed to gathering and processing information from everyone connected with our school community. By listening to all stakeholders, I will be able to build relationships with representatives from our entire school community to identify the strengths of our school as well as target areas for growth. I will use all this information to help inform our school's goals, actions, and achievements. The attached published entry plan serves as my professional and personal documented commitment to the success of our students, faculty, and families. I am honored to lead a learning community entrenched in school spirit and academic rigor and supported by adults who prioritize each child's safety and well-being.

I look forward to learning more about Barrows, getting to know you, and serving this community I call home.

Sincerely,
Alissa Gallegos

PRINCIPAL ENTRY PLAN

The goal of my entry plan is to create a transition that allows me to be a mindful listener, gain a comprehensive understanding of the school as a whole, and provide the necessary recommendations and supports to continue to advance the mission of Reading Public Schools.

This plan will identify:

- the strengths of Barrows Elementary School
- the traditions and systems in place that would be preserved and maintained
- areas for growth and improvements

PHASES	GOALS	ACTION STEPS
<p>PHASE 1: JULY 2022</p>	<p>BEGIN TO TRANSITION</p> <ul style="list-style-type: none"> ★ By getting to know and interact with district and building level individuals and groups ★ To help the community begin to get to know me professionally and set a positive tone for future work together 	<ul style="list-style-type: none"> ➤ Schedule introductory meetings with district leadership to listen to the strengths and needs identified by central office ➤ Send out communication to all returning staff and families introducing myself ➤ Meet with principals across the district to establish relationships and learn about the community ➤ Review school-wide plans, including the School Improvement Plan, PTO School Council minutes
<p>PHASE 2: AUGUST 2022</p>	<p>CONNECT WITH STAKEHOLDERS</p> <ul style="list-style-type: none"> ★ To hear the diverse voices of the community members and give those voices thoughtful consideration as we create shared goals ★ To create a culture of learning that is supportive of students, staff and the community ★ To determine concerns regarding student learning, and students' school experience that need to be closely examined and addressed 	<ul style="list-style-type: none"> ➤ Invite staff and families for individual meeting times "listening sessions" over the summer and early fall (offering in-person and Zoom meetings) ➤ Meet with the building leadership team ➤ Meet with PTO Executive Board ➤ Host 3 Popsicles with the Principal on the Playground ➤ Participate in leadership orientations ➤ Review curriculum materials, operational procedures, and documents and student placement documents ➤ Review student's IEPs & 504's ➤ Analyze up-to-date student achievement data ➤ Finalize building schedules ➤ Secure staffing

<p>PHASE 3: SEPTEMBER- DECEMBER 2022</p>	<p>BUILD AND STRENGTHEN RELATIONSHIPS</p> <ul style="list-style-type: none"> ★ To build and grow trusting relationships within the school community ★ To establish an Open-Door Policy that creates space to listen and welcome open and honest communication ★ To support student and staff social and emotional needs and the academic learning environment 	<ul style="list-style-type: none"> ➤ Host back-to-school lunches and focus groups with students representing diverse learners, and cultural backgrounds to hear about their experience and needs at Barrows ➤ Consistently visit classrooms, lunch and recess to get to know individuals within our school community ➤ Greet and dismiss students daily ➤ Phone calls home to every new family to check in on student adjustment and progress ➤ Send weekly email communication to staff and families ➤ Conduct needs assessment surveys for various constituent groups addressing concerns and interests ➤ Hold regular grade level meetings, special education meetings, and other building-based meetings with a shared agenda to promote collaboration with general education, special education, service providers, and specialists
<p>PHASE 4: JANUARY- JUNE 2023</p>	<p>INTENTIONALLY PLAN FOR BARROWS CONTINUED SUCCESS</p> <ul style="list-style-type: none"> ★ To continue to build trusting relationships within the school community ★ Identify areas of consideration to improve instruction and school culture 	<ul style="list-style-type: none"> ➤ Evaluate data regarding instruction and school culture, develop action plans and assess together to plan for the future ➤ Share findings and themes from listening and needs assessments with staff and families ➤ Provide ample time for reflection and priority areas & begin planning for work towards shared goals

LISTENING SESSION OPPORTUNITIES

FOR FAMILIES	FOR FACULTY & STAFF	FOR STUDENTS
<p>August 3: 7:00 pm (Virtual: Zoom link here)</p> <p>August 23: 7:00 pm Barrows School</p> <p>September Coffee hour: TBA</p>	<p>Individual and small group listening sessions will be held on the following dates in 20-minute sessions on the following dates: August 22nd-26th . Please email or call Donna Walsh or me to schedule a time if you choose.</p> <p>Many dates will be provided</p>	<p><i>Popsicles with the Principal on the Playground</i></p> <p>August 8th: 4:00 pm Kindergarteners August 9th: 4:00 pm 1st-3rd Graders August 16: 5:00 pm 4th and 5th Graders</p>

<p>An online survey is available for families who cannot attend the group forum or would prefer to respond in writing to the questions below. Survey Link</p> <p>If any family feels they have additional information to share with me, please reach out, as I am happy to have extended conversations.</p>	<p>throughout September.</p> <p>I value and respect faculty and staff summer vacation and only offer the summer sessions as an option, so I will create time and space for each staff member to meet with me when school is in session.</p>	<p>I will meet with several students across grade levels during the first month of school.</p> <p>I will host weekly lunch bunches to listen to their perspectives and experiences at Barrows.</p>
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LISTENING SESSION QUESTIONS

After I have completed these listening sessions, I will share this data by identifying themes while protecting confidentiality with the community.

FOR FAMILIES & COMMUNITY MEMBERS	FOR FACULTY & STAFF	FOR STUDENTS
<ul style="list-style-type: none"> ➤ What do you believe is important for me to know as I begin my leadership at Barrows? ➤ What traditions are in place at Barrows should be preserved and maintained? ➤ How does the school involve you, welcome you, and give you a sense of belonging? ➤ What types of communication do you find helpful and important? What is your preference for the frequency of these communications? ➤ What are the top two strengths of Barrows and areas for growth? 	<ul style="list-style-type: none"> ➤ Please tell me about yourself, your role at Barrows, and your favorite part of your school day. ➤ What do you believe is important for me to know as I begin my leadership at Barrows? ➤ What traditions at Barrows should be preserved and maintained? ➤ What are the top two strengths of Barrows and areas for growth? 	<ul style="list-style-type: none"> ➤ How would you describe Barrows to a friend who has never been here? ➤ What would it be if you could do one thing to make Barrows even better for you and your classmates? ➤ What do you think is special about our school? ➤ Is there anything else you want me to know about our school?
<p>I will share the findings during our January School Council Meeting and PTO Meeting and the written summary of the findings in the weekly newsletter.</p>	<p>I will share the findings during our January Building Leadership Team and faculty meetings. I will also share the written findings in my weekly email with faculty and staff.</p>	<p>I will share the findings with our Student Council in our January meeting.</p>

These findings will be the basis for action steps for our instructional leadership work and our future improvement plan. Thank you for sharing your perspective and experiences to create the most

welcoming and academically enriching school experience for our Barrows students. I look forward to collaborating with you!

Principal's Entry Plan

Nicole Schwartz



Wood End Elementary School

July 2022

[Español](#) / [Português](#) / [عربي](#)

Entry Plan 2022



I am incredibly honored to be entering into the role of Principal at Wood End School. Thank you to all who have welcomed me so warmly into the Reading Public Schools community. The feeling I had when I walked into Wood End, visited classrooms and spoke with students, staff and families was wonderfully positive and inviting. I look forward to finding out more about the people and traditions that make Wood End School such a special place, and how we can work together to help it continue to grow and thrive.

In addition to my transition work this spring, I will dedicate the next several months to collecting and synthesizing information I gather from all stakeholders within the Wood End School community. I want to invite you, those who know the school best, to help me learn as much as possible about the school: its strengths, history, unique features, and upcoming challenges. To that end, I have established an entry plan to make this process systematic and transparent to all. This plan is intended to assist me in a smooth and thorough onboarding that will lead into a successful start to my work at Wood End School. It will also allow me to set a tone of collaboration and open communication and provide a foundation for setting goals for the continued growth of Wood End School. I will present my findings and themes from what I learn and the resulting action steps to the central office leadership team, school-based instructional leadership team, faculty and community.

My hope is that this plan will not only inform my entry into the leadership role of Wood End, but will also be an opportunity for all of us to reflect on Wood End, both its strengths and areas for evolution, and develop a shared understanding of the ways we might move forward together towards achieving shared goals.

I look forward to learning more about Wood End and the Reading Public Schools and to serving the community as the principal for many years to come!

Warmly,
Nicole Schwartz

Entry Plan

Overall, my transition is focused on establishing myself as an active, interested listener and learner, as well as a supportive and dedicated leader.

To do this I will work towards identifying:

1. Strengths of Wood End
2. Traditions and systems in place that should be protected and maintained; and
3. Wood End's areas for evolution.

	Phase 1: May/June 2022	Phase 2: July/August 2022
	<p>Goal: Begin to Transition</p> <p>*To get to know and interact with district/building level individuals and groups *To help the community begin to get to know me professionally and personally and set a positive tone for future work together</p>	<p>Goal: Connect with Stakeholders</p> <p>*To hear the diverse voices of community members and give those voices thoughtful consideration as we set future shared goals *To create a culture of learning that is supportive of students, staff and the community *To determine concerns in regard to student learning and students' school experience that need to be closely examined and addressed</p>
A C T I O N S T E P S	<p>Meet with district leaders and Central Office Staff to discuss initiatives and district visions</p> <p>Visit Wood End to learn about school operations; drop off & pick up, lunch, recess, and other building-based routines:</p> <ul style="list-style-type: none"> • 5/13, 5/27, 6/1, 6/2, 6/7, 6/28 <p>Participate in building based hiring activities</p> <p>Attend community events/meetings including:</p> <ul style="list-style-type: none"> • School Council mtg: 5/23 • Building Staff Mtg: 6/2 • PTO Mtg: 6/8 • Building Leadership Mtg: 6/9 	<p>Facilitate Listening Sessions with families and staff</p> <p>Review school-wide plans such as the School Improvement Plan, PTO and School Council minutes, and professional development plans</p> <p>Review curriculum materials, operational procedures and documents, and student placement documents</p> <p>Review student documents including IEPs/504s</p> <p>Analyze up-to-date student achievement data</p> <p>Create building schedules</p> <p>Meet with PTO executive Board: 7/18</p> <ul style="list-style-type: none"> • Attend 'Popsicle Playground Meet-Up' with new families and incoming kindergarteners

	Phase 3: September-December 2022	Phase 4: January-June 2023
	<p>Goal: Build Trusting Relationships</p> <ul style="list-style-type: none"> *To establish a foundation of trust, confidence and transparency within the school community *To be available and to listen and ask questions in order to ensure open and honest communication *To support the social and emotional needs and academic learning environment for students and staff *To create an avenue for clear and frequent communication 	<p>Goal: Moving Forward and Looking Ahead</p> <ul style="list-style-type: none"> *To continue to build trusting relationships within the school community *To identify steps which need to be taken and set priorities *To integrate my findings into my daily work to purposefully plan for the future and respond to the vast possibilities and acute challenges that may present themselves during the school year
A C T I O N S T E P S	<p>Foster relationships with teachers and students by being visible during the day: observe and participate in classroom instruction</p> <p>Get to know the students and teachers, and fill in any gaps in my understanding of the strengths and challenges of Wood End</p> <p>Send weekly newsletters (staff and family)</p> <p>Facilitate 'Lunch Bunch' with students to allow students to share what they enjoy about Wood End and describe new experiences they would like to have</p> <p>Conduct needs assessment surveys of various constituent groups to determine areas to be addressed (professional development, instructional/family supports, etc)</p> <p>Hold weekly/monthly grade level meetings, special education meetings and other building-based meetings with a shared agenda to collaborate with teachers, special educators, and specialists</p>	<p>Disseminate findings and themes from listening sessions and needs assessments</p> <p>Provide ample time for reflection and priority setting → Begin planning for our future work towards shared goals</p>

Data Collection

Families: Optional summer listening sessions will be held on the following dates (each session will be identical and will follow the same format):

- July 8; 10:30am (in the Cafeteria)
- July 14; 12:30pm (virtual: Zoom link [HERE](#))
- July 21; 4:00pm (in the Cafeteria)
- August 8; 1:00pm (virtual: Zoom link [HERE](#))
- August 23; 6:30pm (in the Cafeteria)

*An [online survey](#) is available to families who are unable to attend the group forum or would prefer to respond in writing to the questions listed below. If any families feel that they have additional feedback to share with me, I encourage them to reach out as I am happy to talk in more detail.

Staff: Individual summer listening sessions will be held on the following dates in (20) minute increments:

- July 7, July 12, July 20, August 10, August 24

*The listening sessions (first of many conversations!) will allow me to gain a deeper understanding of our school community: instructional practices, programs, strengths, and successes, perspectives on what is culturally relevant and important to us, gaps, barriers, challenges, and dreams for our community.

This will result in intentional instructional strategies, procedures, practices, and culture norms to be integrated and implemented.

Students: During the first few weeks of school, I will have the opportunity to engage via "lunch bunches" with several students across grade-levels. This will be an opportunity for students to share what they enjoy about Wood End and describe new experiences they would like to have.

Listening Session Questions

For Families and Community Members	For Staff	For Students
<p>What qualities and skills do you look for in a leader?</p> <p>*What do you believe is important for me to know as I begin my leadership at Wood End School?</p>	<p>What qualities and skills do you look for in a leader?</p> <p>*What do you believe is important for me to know as I begin my leadership at Wood End School?</p>	<p>How would you describe Wood End to a friend who had never been there before?</p>
<p>What traditions are in place at Wood End that should be protected and maintained?</p>	<p>What traditions and systems are in place at Wood End that should be protected and maintained?</p>	<p>What do you love about your school?</p>
<p>How does the school involve you, welcome you and give you a sense of belonging?</p>	<p>What about teaching brings you the most joy?</p>	<p>If you could do (1) thing to make Wood End even better for you and your classmates, what would it be?</p>
<p>Is there anything you would like me to know about what is important to you as a family about your child's education?</p>	<p>What are the strengths of Wood End and areas for areas of evolution?</p> <p>*What types of professional development do you feel you need to continue moving Wood End forward?</p>	<p>What are your hopes and dreams for this school year?</p>
<p>What types of communication from Wood End and how often are important for your family?</p>	<p>What instructional practices have you observed at Wood End that you feel are effective in creating a quality education?</p>	

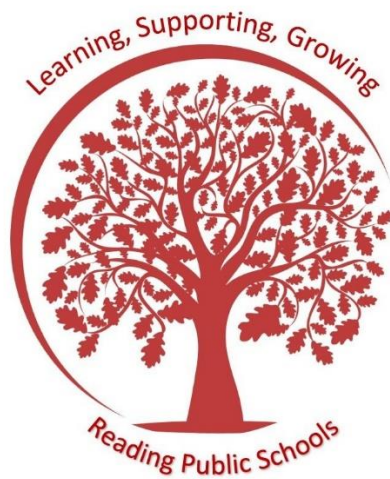
After I have completed these sessions, I will share this data with the community through three different outlets.

- With staff: I will share the findings during both our January Leadership Team meeting and faculty meeting.
- With families: I will share the findings during both our January School Council meeting and PTO meeting.
- With the entire community: I will share a written summary of the findings with the entire community in January via the school website.

These findings will be the basis for actions steps for our instructional leadership work and our future school improvement plan.

Thank you for your commitments to this process. I look forward to collaborating with all of the stakeholders that make Wood End the wonderful community that it is!

Reading Public Schools
School Committee Meeting Packet
October 6, 2022



Old Business

Reading Public Schools

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



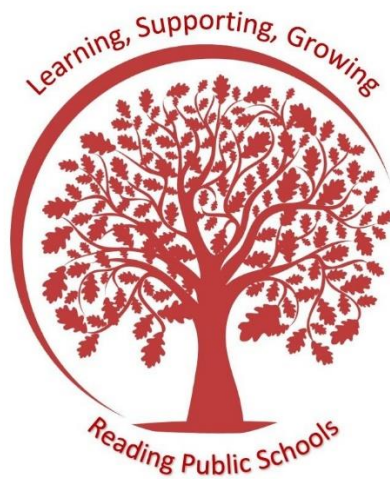
82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

To: School Committee
From: Dr. Thomas Milaschewski, Superintendent of Schools
Date: October 6, 2022
Re: RMHS Handbook

During the August 29th School Committee meeting, our administration expressed our commitment to developing a Reading Public Schools District Handbook that would create consistency in handbook policies and procedures in several critical areas. This idea stemmed from many conversations with RPS school leaders and the School Committee. During the September 15th School Committee meeting, we presented this draft Reading Public Schools District Handbook and received unanimous approval from the School Committee.

As a follow up to this meeting, our school leaders have been working to remove redundancies in their individual school handbooks that are now covered by the Reading Public Schools District Handbook. During the October 6th School Committee meeting, we will present the updated Reading Memorial High School Handbook for School Committee approval. This updated version does not represent major substantive changes from the version that was unanimously approved by the RMHS School Council earlier this fall. Instead, this updated version removes sections that are now addressed within the District Handbook.

Reading Public Schools
School Committee Meeting Packet
October 6, 2022



New Business



Massachusetts Association of School Committees, Inc.

One McKinley Square, Boston, Massachusetts 02109

(617) 523-8454 (800) 392-6023 fax: (617) 742-4125 www.masc.org

Andrea Wadsworth, President

Date: March 2022

To: MASC member school committees, c/o superintendent of schools

Re: Voting delegate to annual business meeting

Date: **DURING JOINT CONFERENCE. WEDNESDAY, NOVEMBER 2**

Location: **RESORT AND CONFERENCE CENTER AT HYANNIS, HYANNIS**

FIRST NOTICE

In order for your school committee to have a vote at the annual business meeting of the Massachusetts Association of School Committees, it is necessary that an official delegate be designated in pursuance of Article IX, Sec. 6 of the By-Laws, as follows:

All members of the Association, and all members of school committees which are active members of the Association, may attend and speak at any meeting of the Association. Only active members shall be entitled to vote on the election of officers or on any other matter as to which members of the Association shall have the right to vote and each active member shall have one vote. No later than seven days prior to each meeting of the Association each active member shall, by written notice to the Executive Director, designate one of its members as its voting delegate and may by such notice designate one of its members as its alternate voting delegate. All ballots and other votes cast by an active member at any meeting of the Association shall be cast by and only by its voting delegate or if the delegate be absent, by its alternate voting delegate if one shall have been designated.

PLEASE NOTE:

- An official delegate is only that delegate whose school committee has complied with annual dues regulations as spelled out in Article IV of the MASC By-Laws.
- Deadline for receipt of delegate forms by the Executive Director for the 2022 annual meeting is October 20, 2022.

Official Delegate Form

For the school committee of _____

The official voting delegate is: _____

The alternate voting delegate is: _____

Signed _____

NOTE: In order to register for the annual business meeting, delegates must send in this form in addition to the conference registration form.

MASC/MASS JOINT CONFERENCE



Conference Updates

November 2-5, 2022

Resort and Conference Center, Hyannis

www.masc.org

REGISTER NOW

CONFERENCE REGISTRATION: WWW.MASC.ORG

Meal Registrations: don't forget to sign up for meals when you register for the conference. If you are registered as an early bird, check that you are also registered for meals.

Hotel Reservations: **Reservations must be made directly through the hotel.** The hotel reservation form can be accessed on the **MASC website www.masc.org** on the conference page.

Program at a Glance

WEDNESDAY, NOVEMBER 2

PANEL SESSION I: 12:30-1:40pm

• **Basics of Policy**

When was the last time your district reviewed its policy manual? Is your manual current? Is it based on best practice and does it include all new legislative action that affects students and staff? Learn how to incorporate regular policy manual review into your committee work, the difference between policy and procedure, and who is responsible for what.

• **Addressing the Unique Challenges of Regional Schools**

Revenue analysis, budget planning and management, and transportation in regional districts are often different compared with municipal districts. Learn how to address those unique challenges to deploy efficiencies that result in greater availability of time and money for direct services to students.

• **A Systems Approach to Equity**

Panelists from the Framingham Public Schools will discuss how departments across the district have approached equity and continue to develop and refine ways to remove barriers for students and families.

• **Implementing a Tier 1 Mental Health Literacy Approach for Educators, Students and Beyond**

Participants will learn about the four pillars of mental health literacy, why they are critical, and how the Mental Health Collaborative can bring this model to your school and community.

• **Anti-Racist Decision-Making Strategies for School Leaders**

Presenters from the Massachusetts IDEAS (Initiatives for Developing Equity & Achievement for Students) program will discuss key factors including communication tactics, stakeholder engagement, and crisis management.

PANEL SESSION II: 1:50-3:00pm

• **MA Consortium for Innovative Education Assessment (MCIEA): Tools for Increasing Educational Equity**

MCIEA has launched a public Task Bank of Performance-Based Assessments (PBA) and a data dashboard of School Quality Measures (SQM) to provide districts and schools with tools, resources, and coaching to increase educational equity. Learn how MCIEA has brought together teachers, administrators, researchers, and teacher union representatives to build a better accountability system that goes beyond multiple-choice standardized tests.

• **Electrification of School Bus Fleets**

This year, the EPA launched its new Clean School Bus Program (CSB), providing \$5 billion over the next five years to replace existing school buses with zero-emission and

low-emission models. The first round of these projects is already underway, and the EPA anticipates the second round of funding under CSB later this year. The Massachusetts Clean Energy Center (MassCEC) released a complementary funding program this fall called Accelerating Clean Transportation School Bus ("ACT School Bus") to further assist Massachusetts school districts in reaching their school bus electrification goals. Learn more about these programs, electric school bus projects, and the future of electrification in Massachusetts.

• **Mediation, Arbitration, and What You Need to Know About Contract Administration**

This session will explain the roles of mediation in negotiations and arbitration in carrying out your collective bargaining agreements once they are approved.

• **Shared Service Model Approach to Anti-Racist Practices**

Learn how six suburban districts are working individually and in partnership through their Collaborative with a shared DEI Coordinator to create and build on the conditions for promoting equity across the district. Panelists will share how and why they began this work and how they have attempted to disrupt practices that perpetuate systemic racism and inequities by leveraging both district-specific and community-wide culture, knowledge, and relationships, and known effective practices.

• **Building a Sustainable Leadership Model for Culturally Responsive Schools**

The Acton-Boxborough school district has partnered with The Leadership Academy of New York City to provide coaching for school and district leaders to support culturally responsive practices. Learn about their existing work, the challenges they have faced and how they are building a sustainable leadership model through a coaching model for leaders and leadership teams.

MASC RESOLUTIONS CLINIC: 2:30pm

MASC DELEGATE ASSEMBLY: 3:00pm

EXHIBIT HALL OPENS: 3:00pm

PANEL SESSION III: 3:25-4:30pm

• **Communication that Works**

This session will focus on communicating with adult and student communities on topics of interest through engaging videos. Video is an engaging and inclusive medium that can be accessed on demand by families and educators. A partnership between a school district and professional content creator can greatly enhance home-school communication.

• **Hot Topics in Facilities and Maintenance**

Get the latest info on facilities and maintenance planning and protocols, best practices, expenses, and more in this session designed to help you better deploy your budget dollars to keep your buildings safe and healthy!

- **Leveraging a Building Project to Increase Equity and Student Well-being for Long-term Change**

Weymouth school leaders, administrators, and architects will describe how the district was able to leverage the new Maria Weston Chapman Middle School building project to increase equity throughout the district, build for each student's academic, physical, and social-emotional well-being, and create a culture of empathy, diversity and inclusion.

- **Centering Identity and Creating Systems of Support for Healthy and Equitable Schools**

Supporting groups of people in school communities to gather around a shared identity (sometimes called affinity groups or caucus groups), can provide a sense of belonging, resilience, healing, joy, and collective energy to make schools work better for everyone. Join our session if you're interested in learning how affinity groups can make your equity work transformative and sustaining.

MASS BUSINESS MEETING: 4:30pm

EXHIBITORS RECEPTION: 5:00-6:30pm

KEYNOTE DINNER: 7:00pm

Guest Speaker: DESE Commissioner Jeffrey Riley

Sponsored by: Comcast

THURSDAY, NOVEMBER 3

**CONTINENTAL BREAKFAST WITH EXHIBITORS:
7:30-9:00am**

FEATURED SESSION: 8:45-10:00am

- **Understanding the Student Mental Health Crisis: Causes, Impact and Solutions**

A staggering number of students are currently struggling with behavioral health needs. These unprecedented numbers are rising, as are the acuity of the symptoms plaguing students. In this special session, Drs. Nicholas Covino and Nadja Higgins Reilly will discuss clinical and research findings regarding the impact of the pandemic on student mental health, what presentations are impacting students and their functioning, and the long term effects expected over the next 5 years.

**MASC DIVISIONS VIII and IX MEETINGS:
10:00-10:40am**

PANEL SESSION IV: 10:45am-Noon

- **LGBTQ Inclusion for Administrative Leadership**

Designed for administrators, this session will provide a thorough overview of the laws, policies, resources, and best practices related to supporting LGBTQ students and staff.

- **Looking for a Leader**

At some point, every committee will need to seek a new superintendent. Finding the right leader for the district

is critical in ensuring district progress and stability. In this session, we'll discuss the elements of planning for a leadership change, including leveraging stakeholder input, defining the attributes necessary for success, planning a thorough search process, and successfully transitioning once a new leader is selected.

- **Administering Medication in MA Schools: Legal and Clinical Considerations**

Presenters will provide an outline of the legal obligations of both public and non-public schools in the safe administration of medication, as well as safe implementation and delegation of other health care tasks, especially when working with wrap-around service delivery.

- **Early College: A Strategy for Increasing Equity and Postsecondary Attainment**

The Massachusetts Alliance for Early College will discuss the progress of the early college initiatives they have put forward in the past five years, the challenges and opportunities these have presented for students, and how superintendents and school committee members can work together to strengthen and grow these early college programs.

- **Legal Challenges in Human Resources**

Leaves, collective bargaining, and other hot topics present a wide variety of challenges. Hear some real-life situations and some tips to help avoid trouble in your district.

- **Creating and Promoting Equitable Conditions in Schools**

This session presented by administrators, school leaders, and educators/practitioners, and students from the Beverly Public School district, will offer an examination of what educators can do with an equity awareness, and consider the actions educators can take to create equitable conditions and move the needle toward justice.

- **Wraparound Services that Strengthen Alliances between Families and Schools**

This session will highlight the menu of services developed to support students through wraparound services.

- **Roles and Responsibilities**

Whose job is it, anyway? Presenters will highlight the key responsibilities of the School Committee and best practices affecting your role, who in the district is responsible for what and how, and the importance of building trusting relationships in the work you do for the benefit of the students in your district.

- **Vocational Technical Programs Update**

Vocational administrators and school committee members share information, best practices, trends, and the latest public policy developments for Chapter 74 programs.

NETWORKING LUNCH: Noon-1:30pm

MASC DIVISION X MEETING: 1:30-2:10pm

PANEL SESSION V: 2:15-3:30pm

• Special Education Update

Learn about recent developments around innovative programs and advocacy strategies for children with special needs.

• Equity Planning for Equity-Focused Leaders

Presenters will share a framework and related strategies for equity-focused leadership entry drawing on dozens of interviews with superintendents in their first three years on the job, as well as key lessons learned by local superintendents. This session is designed for both new superintendents and experienced leaders who are making a new commitment to equity-focused leadership.

• Building Leadership Capacity in the School Committee/Central Office

Current thinking emphasizes the importance of culture, relationships and psychological safety to promote stability in the district, foster an environment of inquiry, and put student success as the priority. Attendees will learn how to strengthen the relationship in their own district and promote longevity in the central office.

• Grow-Your-Own Leadership

This session will explore the Springfield Public School's programs designed to create a pipeline of high-qualified diverse school leaders. The session will outline the district's career ladder programs designed to promote equity with a focus on: paraprofessionals, instructional coaches, and administrator leadership development. The session will include programming components, district partnerships, and district financing.

• Proactive Communication: Telling Your District's Story Effectively

School leaders have a responsibility to share important news and updates with their constituents - including the district's successes and challenges. In this session, a veteran K-12 public relations consultant will share actionable strategies for honing your message and delivering compelling content across a variety of channels.

• Fueling Student Wellness and Achievement: Why School Meals and Wellness are Critical and How to Support your Program

Learn about the impact of nutrition on learning, free universal school meals, P-EBT's use and importance, the importance of quality staff training, and more as you provide the foundation for improved student outcomes.

• Courts and Schools

Get the latest information on decisions of the Supreme Court and cases before the MA Supreme Judicial Court affecting education.

• Therapy Pets in Schools

Social/emotional learning is widely recognized as essential, and therapy pets help kids relax and be ready to learn. Fitchburg Public Schools is the leader in the state

for the number of hours that therapy pets spend in the classrooms. Learn how they accomplish this, and what the impact is on students.

• Team Building

Effective school committees function as one body with a shared vision and goals for the district. Getting agreement on a shared vision and goals can be a challenge when the committee members have multiple thoughts and opinions. This session will focus on strategies that enable a group of individuals to develop a team.

GENERAL SESSION: 3:45-5:00pm

Topic: Surviving and Thriving in Challenging Times

Leading and governing schools has never been more complex. School Committees and Superintendents continue to face conflict, criticism, and a loss of confidence. Presenters Rob Evans, Ed.D. and John D'Auria, Ed.D. will explore these key dilemmas and offer ways to manage stress and conflict and to strengthen collaboration.

MASC PRESIDENTS' RECEPTION: 5:30pm

DINNER: 6:30pm

Guest Speaker: Marta Garcia, MA Teacher of the Year 2022 (Salem)

Legislators of the Year: To be Announced

FRIDAY NOVEMBER 4

CONTINENTAL BREAKFAST WITH EXHIBITORS: 7:30-9:00am

COSCAP ANNUAL CONFERENCE: 9:00am-3:45pm

GENERAL SESSION: 9:00-10:15am

Topic: Leading and Implementing Equity with Intentionality

School districts across the state are contending with increased student diversity in schools and heightened concerns about equity, anti-racism, and inclusion while struggling to increase the diversity of school staff and an expanded understanding of educational equity. Manuel J. Fernandez, a veteran equity-focused educator and administrator will address these themes and facilitate a panel discussion with different key school stakeholders (student, caregiver, educator, school leader, district leader, superintendent, and a school committee member) on the importance of being intentional when engaging in equity work.

PANEL SESSION VI: 10:30-11:45am

• Communities Divided: How to Navigate Polarizing Issues

A veteran K-12 communications specialist will share experiences and strategies to help your district navigate and manage highly politicized issues.

- **Small/Rural Districts: What We Can Learn from the Berkshire County Experience**

Learn how BERK12 (Berkshire Educational Resources K-12) came together to address challenges such as long-term enrollment declines, strained school finances, and disparities in educational opportunity in order to promote high quality public education, which all children deserve, regardless of background or circumstance.

- **School Safety: The Importance of Threat Assessment**

School leaders are refocusing attention on the elements necessary to keep students, staff, and families safe. This session focuses on the importance of threat assessment teams, investigative themes for concerning student behavior, and promotion of a safe school climate.

- **MIAA: Growing the Courageous Leaders of Tomorrow**

Participation in interscholastic athletics and student activities exposes young people to enduring principles needed to navigate the unpredictability of everyday life. That is why it is imperative that districts understand how to utilize the platform of athletics and student activities to promote the personal and interpersonal growth of our students.

- **Student Empowerment through Integration Learning**

For the past two years, Essex Tech. has been holding seasonal Integration Academies after school, on weekends, over vacations. Educators create tasks that involve integration between career technical/agricultural learning and academic skills. These have become a pathway for student leadership, empowerment, and a sense of belonging. Learn how you can implement similar strategies.

- **Rethinking Public Comment Period: Do's. Don'ts. How to Manage it.**

This session will review the current law and practice for public comment periods, as well as some do's and don'ts and best practice based on current law and recent court decisions.

- **Building Inclusive, Equitable Culture in your District: Eight Actionable Strategies**

Are you struggling with where to begin your district's journey towards a more equitable and inclusive environment? This workshop will provide examples from two rural/suburban school districts who taking tangible steps including strategic visioning, culturally responsive approaches to curriculum and instruction, auditing current practices, and updating hiring practices.

- **What Should Equity Look Like? Feel Like, Sound Like in 21st Century Schools**

Join a diverse group of high school students and a school adjustment counselor to learn about centering the student voice in district and school equity plans.

LEADERSHIP LUNCH: Noon-1:30pm

Guest Speaker: MA Auditor Suzanne Bump

Sponsored by: Valerio, Dominello & Hillman, LLC

MASC DIVISION I-VII MEETINGS: 1:30-2:15pm

PANEL SESSION VII: 2:30-3:45pm

- **What your School Business Official Wishes They Could Tell You**

They keep the budget balanced, the bills paid, and (often) so much more. What would they tell you if they could? Join us for this panel discussion of what school business officials want school committee members to know about how their position works, what they do, and how committee members can strengthen this important relationship.

- **The Socially Emotionally Responsive School: Examining How Learning and the Learning Environment Impact Mental Health**

Panelists will share research, stories, and anecdotal evidence of how teaching, learning, and the learning environment itself impacts a student's sense of belonging, mental health, and academic growth.

- **Evaluating the Superintendent**

Whether you're new to the Massachusetts model of Educator Evaluation or whether you're seeking ideas on how to refine the process, this session is for you. We'll describe the process for evaluating the superintendent from start to finish and discuss steps a committee can take to make the process both manageable and meaningful.

- **Changing the Narrative: Launching & Sustaining a DEI Lens**

Kathy Lopes, co-author of the recently published *Change the Narrative*, will discuss how participants can engage their school community in planning, including concrete action steps that will lead to transformational change.

- **Student Transportation, Equity, and Sustainability**

MassDOT's Safe Routes to School program includes strategies on how best to bridge the gap between health (physical activity, safety, student independence, and resiliency) and student transportation (access, mobility, and connectivity) using education, engineering, planning, and policy to design programs that are both equitable and sustainable.

- **What School Leaders Need to Know about HVAC Systems**

A panel of school architects and project managers will explain what school leaders need to know before they plan and as they build.

PANEL SESSION VIII: 4:00-5:15pm

- **Goal Setting/Self Evaluation**

School Committees have a responsibility, along with the superintendent, to articulate a vision and set goals for the district. Committees also need to ensure their work supports and furthers the district goals. This session will discuss goals, how the committee can evaluate its own practices and progress with an eye toward continuous improvement.

- **Moving from Performative Practices to Transformative Actions**

Learn about leadership that nurtures support for BIPOC staff, students and families.

- **Providing Children with Equitable Access to State-of-the-Art Air Conditioning**

Representatives from Undaunted K-12, a national nonprofit supporting climate action in America's K-12 public schools, will discuss recent developments and state-of-the-art tools to help your students learn in a comfortable and healthful environment.

- **School Committee Role in Financial Oversight**

Massachusetts school committees "review and approve budgets" but once the budget is passed, what does that responsibility entail? Come learn about what the financial oversight responsibilities of the School Committee are during the rest of the year.

LIFE MEMBER RECEPTION: 5:30pm

LIFE MEMBER/LEADERSHIP DINNER: 6:30pm

SATURDAY, NOVEMBER 5

9:00-10:15am

- **Parliamentary Procedures**

An opportunity to learn about parliamentary procedures, using them to achieve your goals, and ensuring that meetings are run smoothly and fairly.

9:00-11:45am

- **Effective Meetings- Planning and Implementation**

Are your meetings too long? Feel unproductive? Is there a lack of focus on student achievement and district goals?

Then this session is for you. We will discuss tools and strategies to plan and execute effective meetings that help the committee stay focused on its work, on its goals and on students. The session will be particularly useful for current and aspiring chairs.

- **Student Representatives to the School Committee session**

Please invite your student representative to join others from across the state in a special Saturday morning session! Created by students for students, this program will focus on the work of School Committee representatives and issues of interest to students from across the state.

10:30-11:45am

- **Difficult People**

This session will review strategies for working constructively with the most difficult of committee colleagues, and navigate the challenges to getting the work of the committee done with the least amount of negative distraction and resistance.

- **Is my State Aid Going Up? The Student Opportunity Act, Target Share, and Hold Harmless**

The implementation of the SOA, overhauling how the state calculates required funding for K-12 education, has districts closely watching local aid numbers each year. If your district wasn't one of the early and obvious "winners" for school funding, could that change? Join us for this discussion of just what is determining your Ch. 70 aid and what the ingredients are in determining increases over the next few years of implementation.

Noon-1:00pm

- **STUDENT VOICE Box Lunch Program**

Join students from across the state at lunch table discussions of issues of concern to them—and school leaders.

Massachusetts Association of School Committees
One McKinley Square
Boston, MA 02109

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To: School Committee
From: Dr. Sarah Hardy, Assistant Superintendent for Learning and Teaching
Date: October 6, 2022
Re: MCAS Review

During the October 6, 2022, School Committee meeting, we will present an overview and analysis of the 2022 Spring Massachusetts Comprehensive Assessment System (MCAS) results. We will share the context of the 2022 assessment and how the results connect to previous MCAS administrations. The presentation will include information about the achievement and growth of Reading students who participated in the 2022 spring administration and how those results compare to previous years and to performance outside of Reading. Additionally, the overview will present data about the performance of selected student populations in Reading. Finally, we share next steps in the form of areas for further investigation and planning.

Spring 2022 MCAS Results Overview

Reading Public Schools
October 6, 2022



MCAS Spring 2022 Context



Context for Spring 2022 Results

When considering this year's test results and how to compare them to previous years, it is helpful to remember that, due to the pandemic, there were variations in how MCAS was administered over the last few years:

- 2019: Full tests in grades 3-8 and high school
- 2020: No MCAS tests administered
- 2021: Half tests in grades 3-8, full tests in high school
- 2022: Full tests in grades 3-8 and high school; first administration of Next Generation science in high school



Adapted from DESE Press Release Sept. 29, 2022

Context for Spring 2022 Results

It is also important to understand the experience students had at school during the pandemic.

- In March of the 2019-20 school year, there was a sudden and unprecedented shift to remote learning. Students didn't returned to school that year and received most instruction asynchronously.
- During the 2020-21 school year, students participated in a hybrid instructional model, which was a new way of learning for staff, students and families. The 2020-21 year also featured several transition points as instructional models shifted.
- The 2021-22 school year featured social distancing during lunch, masks until February, and significant student and staff absences due to several COVID-19 surges.

Across the country, teaching and learning environments were not ideal and schools and districts prioritized health and social-emotional needs.



MCAS Trends Across the Commonwealth and in Reading



MCAS Trends Across the Commonwealth

- In general, state English Language Arts (ELA) scores declined
- ELA scores dipped to similar levels of Math scores in 2021

State Changes in ELA achievement levels

Grade	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
03	-5	-7	-12
04	-3	-11	-14
05	-5	-6	-11
06	-6	-6	-12
07	-5	-2	-7
08	-11	+1	-10
3-8	-6	-5	-11
10	+3	-6	-3

"Change M/E": change in the proportion of students with "Meeting" or "Exceeding" expectations achievement level



MCAS Trends Across the Commonwealth

- In general, state scores showed recovery across all grades 3-8 in 2022
- Additional loss in grade 10 but slowing as compared to 2021
- Overall results when compared to pre-pandemic levels show continued need for improvement.

State Changes in MATH achievement levels

Grade	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
03	-16	+8	-8
04	-17	+9	-8
05	-15	+3	-12
06	-19	+9	-10
07	-13	+2	-11
08	-14	+4	-10
3-8	-16	+6	-10
10	-7	-2	-9

"Change M/E": change in the proportion of students with "Meeting" or "Exceeding" expectations achievement level



MCAS Trends Across the Commonwealth

State Changes in SCIENCE achievement levels

- In general, state scores showed a small recovery in grades 5 and 8 in 2022
- 2022 marks the first administration of Next-Generation Science MCAS in grade 10 Physics and Biology, which is not comparable to legacy test from prior years

Grade	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
05	-7	+1	-6
08	-5	+1	-4
10	–	–	–



"Change M/E": change in the proportion of students with "Meeting" or "Exceeding" expectations achievement level

MCAS Trends in Reading

- In general, post pandemic recovery is stronger than state
- Similar to state, still challenges in early grades

Changes in ELA achievement levels

Grade	Change M/E 19-21		Change M/E 21-22		Change M/E 19-22	
	State	Reading	State	Reading	State	Reading
03	-5	-7	-7	-5	-12	-12
04	-3	+11	-11	-17	-14	-6
05	-5	+2	-6	-3	-11	0
06	-6	-10	-6	+2	-12	-8
07	-5	-8	-2	+1	-7	-6
08	-11	-8	1	+1	-10	-7
3-8	-6	-3	-5	-3	-11	-7
10	+3	+15	-6	-8	-3	+7

"Change M/E": change in the proportion of students with "Meeting" or "Exceeding" expectations achievement level

**Changes rounded to the nearest integer percent, so cumulative changes may not exactly add up*



MCAS Trends in Reading

- In general, Reading scores follow the state trend of dip in 2021 with recovery in 2022

Changes in Math achievement levels

Grade	Change M/E 19-21		Change M/E 21-22		Change M/E 19-22	
	State	Reading	State	Reading	State	Reading
03	-16	-10	+8	0	-8	-10
04	-17	-6	+9	+8	-8	+2
05	-15	-10	+3	+2	-12	-8
06	-19	-21	+9	+20	-10	-1
07	-13	-16	+2	+7	-11	-9
08	-14	-25	+4	+15	-10	-10
3-8	-16	-15	+6	+9	-10	-6
10	-7	-2	-2	-4	-9	-6

"Change M/E": change in the proportion of students with "Meeting" or "Exceeding" expectations achievement level

**Changes rounded to the nearest integer percent, so cumulative changes may not exactly add up*



MCAS Trends in Reading

- Encouraging recovery in science
- Next-Gen Science MCAS in grade 10 Physics and Biology and not comparable to prior years

Changes in Science achievement levels

Grade	Change M/E 19-21		Change M/E 21-22		Change M/E 19-22	
	State	Reading	State	Reading	State	Reading
05	-7	-11	+1	+9	-6	-2
08	-5	-8	+1	+9	-4	0
10	-	-	-	-	-	-



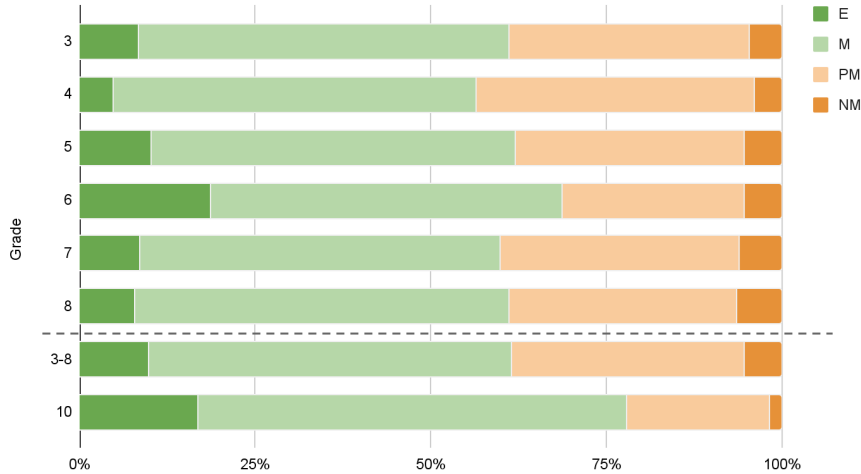
"Change M/E": change in the proportion of students with "Meeting" or "Exceeding" expectations achievement level
**Changes rounded to the nearest integer percent, so cumulative changes may not exactly add up*

Achievement and Growth in Reading

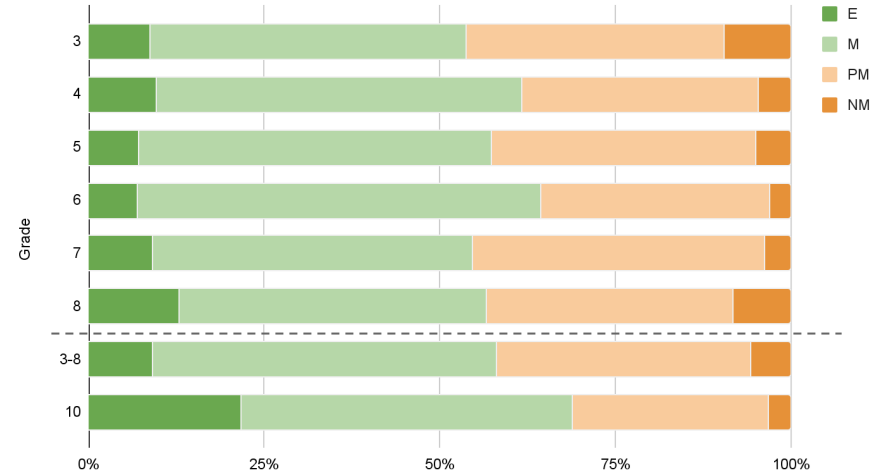


Achievement Levels Spring 2022 (ELA & Math)

ELA achievement level by grade

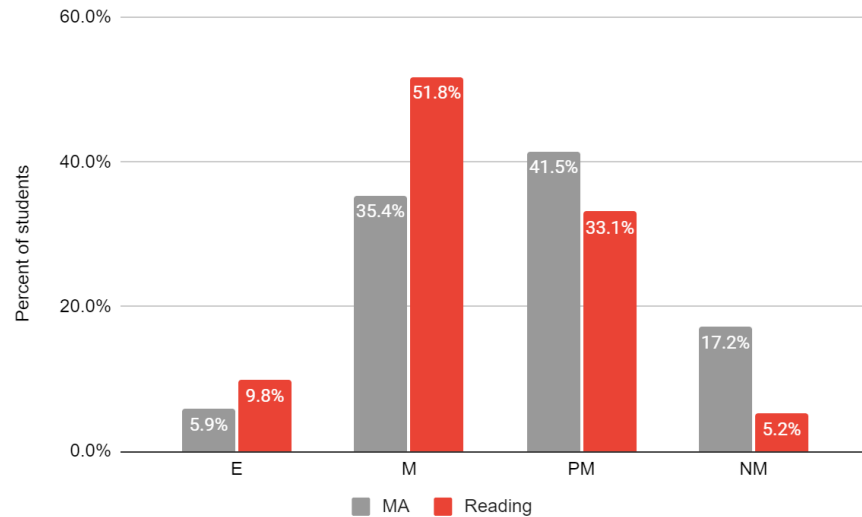


Math achievement level by grade

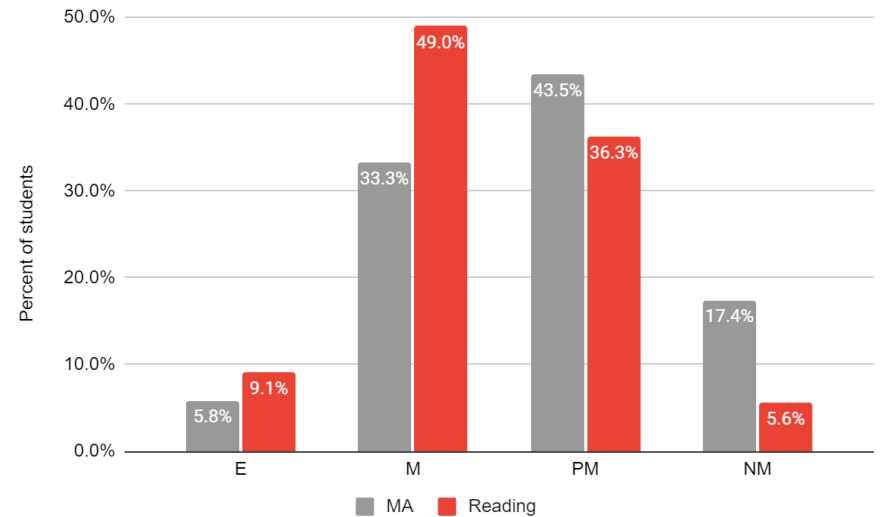


Achievement Levels versus State (grade 3-8)

ELA achievement, gr 3-8

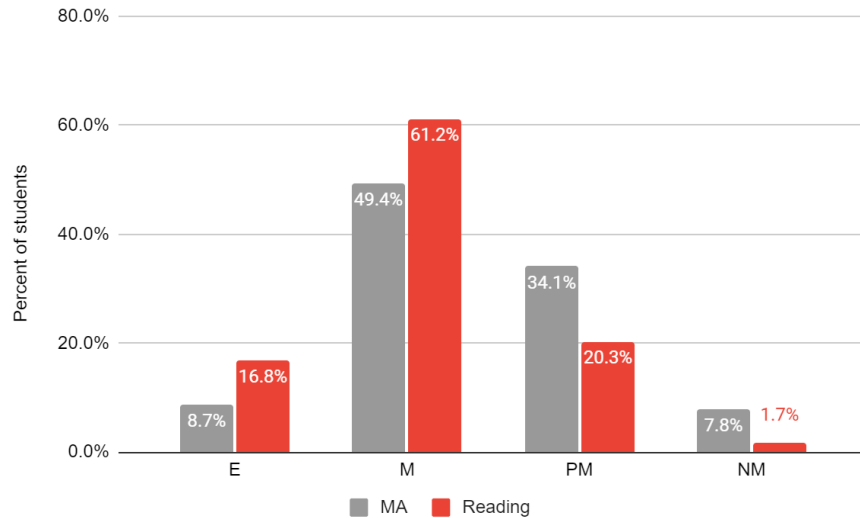


Math achievement, gr 3-8

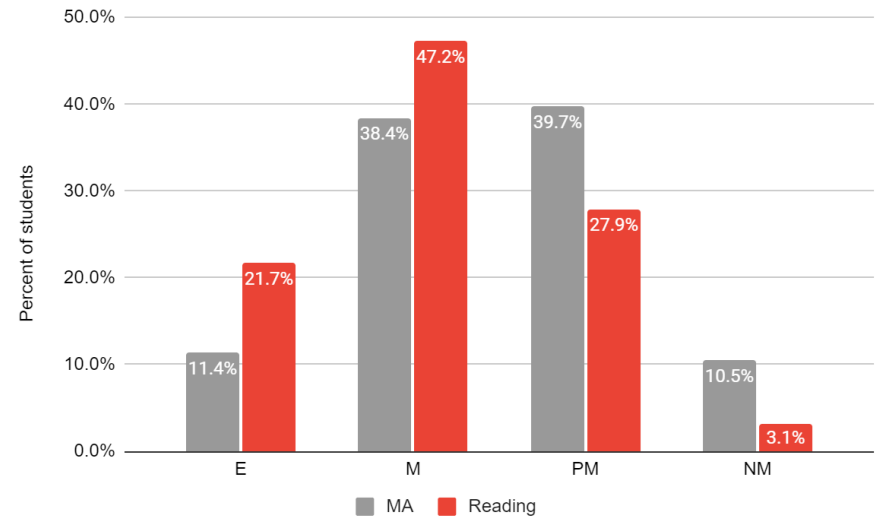


Achievement Levels versus State (grade 10)

ELA achievement, gr 10

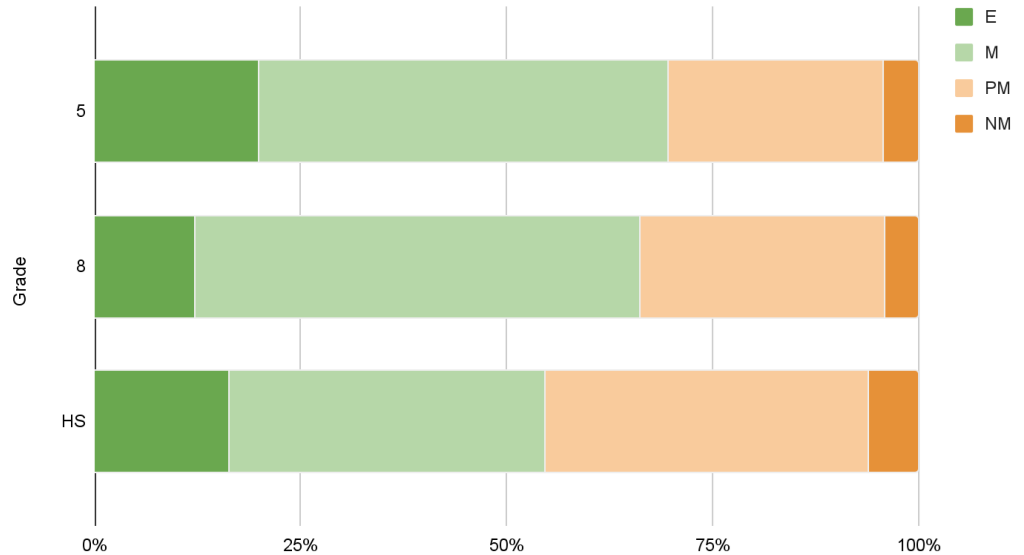


Math achievement, gr 10



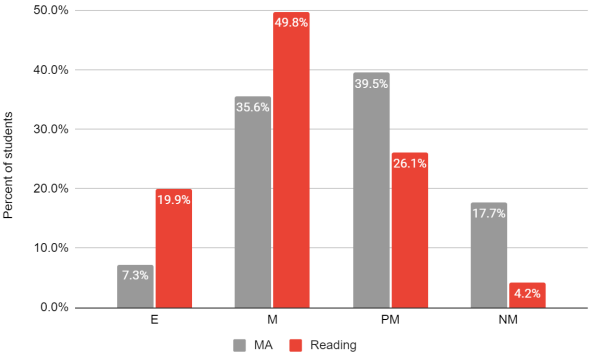
Achievement Levels Spring 2022 (Science)

Science achievement level by grade

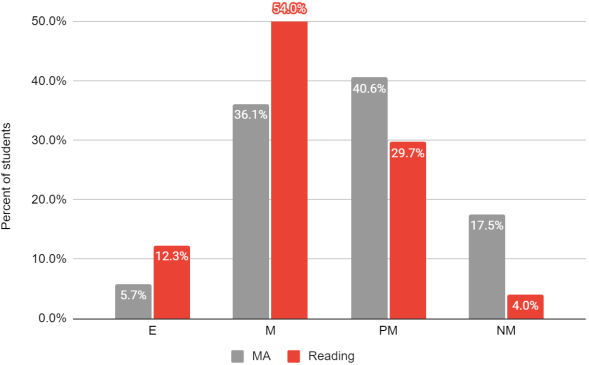


Science Achievement Levels versus State

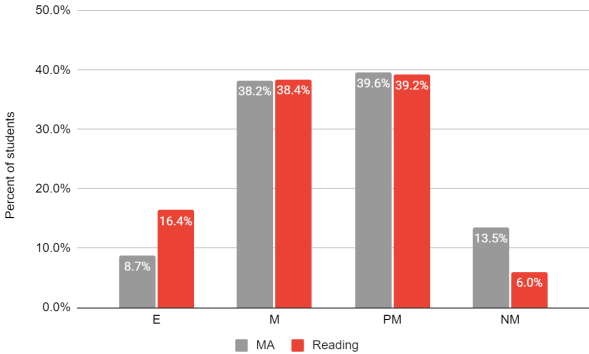
Grade 5



Grade 8



High School



Reading Student Growth Percentiles Spring 2022 (SGP)

- Availability of data allows for return to cohort model for student growth percentile calculations
- Should not be compared to 2021
- Old standards for understanding the means are applicable
 - Mean SGP of 1-19 = Very low growth
 - Mean SGP of 20-39 = Low growth
 - Mean SGP of 40-59 = Typical growth
 - Mean SGP of 60-79 = High growth
 - Mean SGP of 80-99 = Very high growth

Mean SGP by grade level

Grade	ELA	Math
04	53.3	51.0
05	56.4	56.4
06	63.3	53.0
07	53.8	60.2
08	57.2	58.9
10	53.8	59.4



Performance in Selected Populations



Results for ELA and Mathematics in Selected Populations

- Spring 2022 MCAS results show a significant difference in the achievement of high needs students, economically disadvantaged students, African American and Black students, and Hispanic students in comparison to overall student results.
- Achievement level percentages are not calculated for groups with fewer than 10 students.



Achievement in Selected Populations Spring 2022 - Grades 3-8

Percent of students meeting or exceeding expectations (Grade 3-8 ELA)

Population	2021	2022
All students	64	61
Economically disadvantaged	39	36
Students w/ disabilities	25	23
High needs students	33	31
African Amer/Black	32	18
Asian	74	74
Hispanic/Latino	41	46
Multi-Race, Non-Hisp/Latino	63	69
White	65	62

Percent of students meeting or exceeding expectations (Grade 3-8 Math)

Population	2021	2022
All students	49	57
Economically disadvantaged	15	28
Students w/ disabilities	14	19
High needs students	18	25
English learners	5	17
African Amer/Black	21	13
Asian	59	75
Hispanic/Latino	23	44
Multi-Race, Non-Hisp/Latino	48	60
White	50	59

**Achievement level percentages are not calculated for groups with fewer than 10 students*



Achievement in Selected Populations Spring 2022 - Grade 10

Percent of students meeting or exceeding expectations (Grade 10 ELA)

Population	2021	2022
All students	84	76
Economically disadvantaged	70	59
Students w/ disabilities	41	42
High needs students	51	51
African Amer/Black		45
Asian	94	78
White	86	78

Percent of students meeting or exceeding expectations (Grade 10 Math)

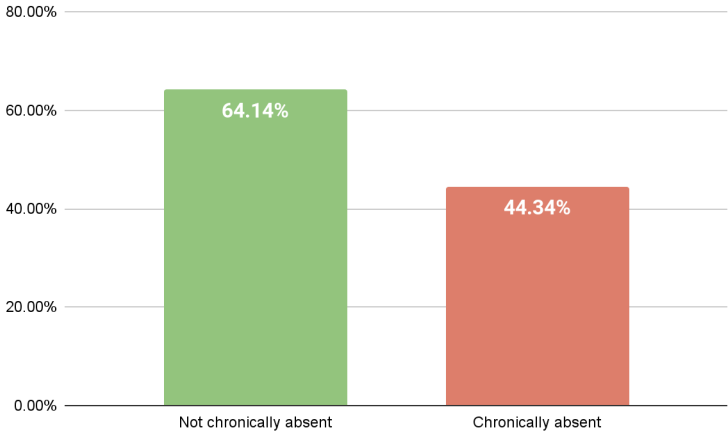
Population	2021	2022
All students	72	68
Economically disadvantaged	46	50
Students w/ disabilities	23	18
High needs students	33	34
African Amer/Black		50
Asian	100	84
White	72	68



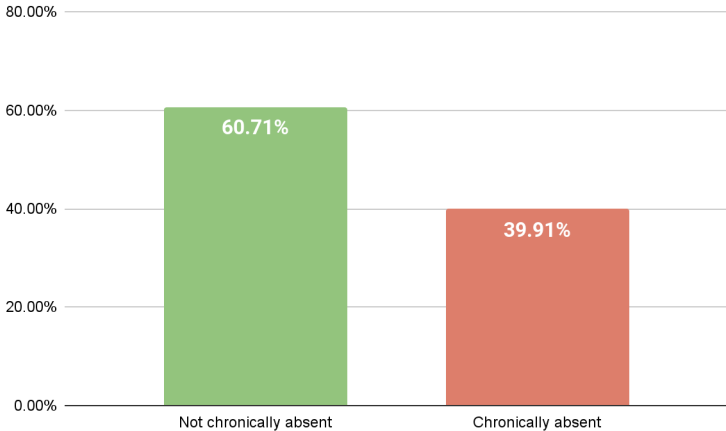
**Achievement level percentages are not calculated for groups with fewer than 10 students*

Connection to Attendance in 2021-2022

Percent of students meeting or exceeding expectations
Grade 3-8 ELA Spring 2022



Percent of students meeting or exceeding expectations
Grade 3-8 Math Spring 2022



Moving Forward

Commitments on how we will use data:

- DESE will create accountability benchmarks based on 2022 results; in coming years we will connect back to 2022 results as a baseline
- In future years, we will present cohort results
- Each school will share Spring 2022 MCAS results with their families



Moving Forward

District next steps include:

- District strategic plan goal areas designed to address student growth and achievement
- Fidelity of implementation of new curricular materials and instructional methods (ARC Core, Illustrative Math, enVision Math)
- Utilizing assessment to drive instruction and interventions (i-Ready, IRLA, Early Literacy Screenings; Elementary math common assessments)
- Focus on instructional leadership training and development for leaders (Instructional Leadership Teams for principals, RMHS Dept. Heads, District Data Team)
- Continued review of curriculum and instructional practices (Middle School Literacy Leadership Team, High school curriculum review and adoption process)
- Utilizing interventions and increasing time on learning (Vacation and summer academies, RMHS Tier 2 Academic Support Center, Scheduling workshops at all levels)





To: School Committee
From: Dr. Thomas Milaschewski, Superintendent of Schools
Date: October 6, 2022
Re: District Improvement Plan

District Improvement Plan

During the September 15th School Committee meeting, the School Committee approved the updated District Strategic Plan for the 2022-2023 school year. To outline how we will live this plan out at the district-level, our central office administration developed a "District Improvement Plan." While we shared a draft of this District Improvement Plan at the September 15th School Committee meeting, we explained how we would return with an updated version that delineates the evidence we will use to monitor our progress. Therefore, during the October 6th School Committee meeting, we will share this updated version of the District Improvement Plan and seek School Committee feedback on the ways in which we will measure our progress this year.



READING PUBLIC SCHOOLS - DISTRICT STRATEGIC PLAN 2022-2023

Mission of the Reading Public Schools

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

Vision of the Reading Public Schools

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

The Reading School Committee, Central Office, Directors, Principals and Leadership of the Teacher's Association celebrate the diversity of the Reading Community and beyond by embracing differences to empower every student, staff member and family of the Reading Public Schools. We embrace all members of the community no matter where we live, what we look like, what we believe, what language we speak, who we love, or how we learn, consistent with the human dignity of all. When we are unwavering in our commitment to equity, we support every student and staff member in maximizing individual potential. This requires us to identify, analyze, and confront gaps in opportunities and outcomes for all students.

Reading Memorial High School Portrait of a Graduate

RPS Graduates are leaders of their own learning journey who demonstrate kindness and empathy towards others and a commitment to wellness. They persevere through challenges, embrace multiple perspectives, and aspire to be their best selves in the service of others to better our community and our world.

Learn - Grow - Teach - RPS Graduates are critical thinkers and creative problem solvers. They take ownership of their learning journey and are open to struggle to foster personal growth. They are confident in their beliefs and consider the thoughts and ideas of others. They embrace collaboration to help teach others and remain curious life-long learners.

Empathize - Consider Perspectives - Practice Communal Care - RPS Graduates show kindness and empathy towards others and a commitment to personal wellness and communal care. They are able to persevere through challenges and demonstrate resilience. They authentically reflect through hearing and understanding the experiences, perspectives, and needs of people around them. To navigate relationships with generosity and patience, they listen actively and compassionately.

Engage - Serve - Thrive - RPS Graduates responsibly shape our world through collaboration with their community. They engage with and communicate multiple perspectives, aspire to be their best selves in the service of others in order to thrive, and bring their skills and knowledge to action for the benefit of each other and our world.



Reading Public Schools 2022-2023 Strategic Objectives and Action Steps

Strategic Objective 1: Supportive and Safe Learning Environment

We believe healthy and successful learning communities are a prerequisite to achieving equity in schools. Healthy and successful learning communities exist when all members of the community, no matter where they live, what they look like, what they believe, what language they speak, who they love, or how they learn feel seen, valued, affirmed and connected.

- Build a shared understanding about sense of belonging and identify common indicators to measure progress
- Review and implement practices, systems, and staffing models that foster inclusive environments
- Create, refine and align safety centered processes and protocols

Strategic Objective 2: Coherent Instructional Systems

We believe equity in schools is best achieved through high-quality instruction. High-quality instruction is our best lever for improving outcomes for students, and in particular, groups of students who have not met with success in our district. All students deserve challenging and engaging learning environments that promote high levels of growth and achievement.

- Calibrate district-wide rigorous instructional practices
- Ensure high quality curriculum materials
- Create a comprehensive assessment system district-wide

Strategic Objective 3: School Operations

Efficient operational systems are at the foundation of the success of our students and staff.

- Evaluate and improve identified school and district level operational departments and systems
- Leverage and optimize all resources including staffing, time on learning, and funding



READING PUBLIC SCHOOLS - DISTRICT IMPROVEMENT PLAN

Strategic Objective 1: Supportive and Safe Learning Environment

We believe healthy and successful learning communities are a prerequisite to achieving equity in schools. Healthy and successful learning communities exist when all members of the community, no matter where they live, what they look like, what they believe, what language they speak, who they love, or how they learn feel seen, valued, affirmed and connected.

Build a shared understanding about sense of belonging and identify common indicators to measure progress

- Define key characteristics, components, and look-fors within sense of belonging
- Create district-wide teams to participate in sense of belonging professional learning networks around instructional practice, social/emotional supports, and policy
- Identify common indicators to elevate district, school and student level trends

Review and implement practices, systems, and staffing models that foster inclusive environments.

- Define roles and responsibilities of behavioral health staff, in particular roles new to the district
- Create continuum of tiered social-emotional and academic supports/interventions
- Explore district-wide tiered social-emotional curriculum
- Develop, manage and promote community partnerships
- Continue to foster staff ability to identify and address inequities

Create, refine and align safety centered process and protocols

- Create district-wide threat assessment protocols
- Refine & align district-wide attendance, crisis response, mandated reporting, discipline, field trip protocols

Evidence of progress should include reviews of:

- Attendance dashboard data
- Panorama dashboard data
- Advanced coursework participation rates
- Published policies, procedures, and district-wide documents
- School Improvement Plans
- Action plans from state-level Sense of Belonging networks



READING PUBLIC SCHOOLS - DISTRICT IMPROVEMENT PLAN

Strategic Objective 2: Coherent Instructional Systems

We believe equity in schools is best achieved through high-quality instruction. High-quality instruction is our best lever for improving outcomes for students, and in particular, groups of students who have not met with success in our district. All students deserve challenging and engaging learning environments that promote high levels of growth and achievement.

Calibrate district-wide rigorous instructional practices

- Establish a shared understanding about rigorous instruction
- Find and name rigorous instruction within our curricular materials, assessments and instructional practices; find gaps in rigorous instruction in our curriculum materials, assessment and instructional practices
- Integrate opportunities for professional learning through collaborative instructional leadership teams, training, walkthroughs, department meetings, instructional coaching, etc.
- Develop multi-year plan to implement curricular, programmatic, and organizational recommendations from Special Education Program Reviews

Ensure high quality curriculum materials

- Inventory RPS adopted high-quality curriculum materials and establish expectations for use
- Organize collaborative teams to identify areas of curriculum need and make plan for procurement and vertical Pre K-12 alignment
- Formalize and publish curriculum review, adoption process, and monitor implementation

Create a comprehensive assessment system district-wide

- Identify assessments across all areas that measure student growth and achievement
- Create structures for ongoing data analysis and action processes
- Establish consistent communication practices for feedback about student learning with students and families based on district-wide common assessments

Evidence of progress should include reviews of:

- Progress towards MCAS benchmarks
- ACCESS data
- Reviews of agendas from District Instructional Leadership Team trainings
- Published practices and district-wide documents and inventories
- School Improvement Plans
- Multi-year plan for special education program review implementation
- Formation of district-level data team
- Communications with families about student learning based on district-wide common assessments



READING PUBLIC SCHOOLS - DISTRICT IMPROVEMENT PLAN

Strategic Objective 3: School Operations

Efficient operational systems are at the foundation of the success of our students and staff.

Evaluate and improve identified school and district level operational departments and systems

- Assess financial, operational, and nutritional components of food services program to identify opportunities to improve nutritional quality and operate efficiently (2022-2023)
- Refine human resource systems of recruitment, retention, and attendance
- Launch a new high quality, high functioning, and accessible district-wide website
- Explore a comprehensive PreK-12 student information system that is accessible, easy to use, and a resource for data-based decision making
- Streamline Human Resources and payroll procedures and processes

Leverage and optimize all resources including staffing, time on learning, and funding

- Analyze schedules at school, staff, and student levels to improve time on learning and student support
- Consolidate special revenue funds and programs to improve student and staff performance
- Align School Council goals and actions with MGL requirements and school improvement goals
- Continue refinement of path towards universal, full-day K developed in 2021-2022

Evidence of progress should include reviews of:

- Nutritional, operational, and financial assessment of food service program
- Guidelines and training to transition “ownership” of websites from Technology Integration Specialists to assigned Building Staff
- Student Information System (SIS) needs assessment
- SPED staff inventory and recommendations
- FDK cost projections built into a new multi-year financial model
- New hire and licensure processes defined and automated
- Defined HR protocols for staff recruitment

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
CC: Dr. Thomas Milaschewski, Superintendent of Schools
DATE: October 6, 2022
FR: Susan Bottan, Director of Finance and Operations
RE: October 1, 2022, Enrollment

Please find below the unofficial October 1st total student enrollment for Reading Public Schools by grade and school:

READING PUBLIC SCHOOLS
FY23 Student Enrollment
Unofficial October 1, 2022 Enrollment

Grade	RISE	Barrows	Birch Meadow	Joshua Eaton	Killam	Wood End	Coolidge	Parker	RMHS	Total	Total	Difference
	Pre-K	Elem.	Elem.	Elem.	Elem.	Elem.	Middle	Middle		Actual	Projected	Act. vs. Proj.
Preschool	104									104	102	2
K		53	58	62	62	34				269	250	19
1		58	55	62	77	44				296	300	-4
2		55	52	60	54	30				251	252	-1
3		61	78	70	77	49				335	320	15
4		62	58	72	71	48				311	307	4
5		67	57	64	64	41				293	286	7
ELEM total		356	358	390	405	246				1755	1715	40
6							146	123		269	257	12
7							135	167		302	297	5
8							148	174		322	305	17
MS total							429	464		893	859	34
9									257	257	254	3
10									255	255	256	-1
11									290	290	293	-3
12									293	293	296	-3
RMHS Total									1095	1095	1099	-4
Total FY 23	104	356	358	390	405	246	429	464	1095	3847	3775	72
Projected FY23	102	354	331	389	403	238	402	457	1099	3775		
FY23 Actual v. FY23 Projected #	2	2	27	1	2	8	27	7	-4	72		
FY23 Actual v. FY23 Projected %	2%	1%	8%	0%	0%	3%	7%	2%	0%	2%		
Actual FY22	102	351	337	375	407	248	406	485	1135	3846		
FY23 Actual v. FY22 Actual #	2	5	21	15	-2	-2	23	-21	-40	1		
FY23 Actual v. FY22 Actual %	2%	1%	6%	4%	0%	-1%	6%	-4%	-4%	0%		

As indicated in the table above, October 1st enrollment represented an increase of 72 students over projected enrollment. The increase over projections was driven primarily by elementary students enrolling in grades 1 and 3, and by middle school students in grades 6 and 8. Birch Meadow Elementary School and Coolidge Middle School saw the largest increase of students, with each increasing by 27 students over projected enrollment.

The three categories of student enrollment which reflected increases were Boston Residents, School Choice Participants, and Multi-Lingual Learners. Boston Resident enrollment increased by 40 students for a total of 140 students, which was approved through the METCO expansion program supported by increased funding through the METCO grant. A total of 10 students opted to enroll into Reading Public Schools' first year of its School Choice Program. Lastly, Reading Public Schools' Multi-Lingual Learner population increased from 41 students last year to 47 students this year, with Portuguese being the predominate language spoken.

The category of enrollment that reflected a decrease was the number of students on Individual Education Plans. Enrollment decreased by (17) students, from 682 students last year to 665 students this year.

Illustrated below are our unofficial October 1st student enrollments by grade for Boston Residents, School Choice, Multi-Lingual Learners, and Special Education (students with an Individual Education Plan):

Boston Resident Enrollment				School Choice Enrollment		Multi-Lingual Learner Enrollment			
Grade	FY23 Total	FY22 Total	Difference	Grade	School Choice	Grade	FY23 Total	FY22 Total	Difference
K	2	0	2	K	2	K	8	7	1
1	1	1	0	1	1	1	6	2	4
2	5	4	1	2	2	2	2	7	-5
3	10	6	4	3	1	3	9	6	3
4	11	10	1	4		4	3	6	-3
5	9	4	5	5	1	5	5	1	4
6	9	5	4	6	1	6	3	1	2
7	9	5	4	7		7	2	1	1
8	15	5	10	8		8	2	2	0
9	14	6	8	9	1	9	3	3	0
10	7	7	0	10		10	3	1	2
11	8	7	1	11		11	1	1	0
12	2	2	0	12	1	12		3	-3
Total	102	62	40	Total	10	Total	47	41	6

Special Education Enrollment			
Grade	FY23 Total	FY22 Total	Difference
PK	42	35	7
K	26	36	-10
1	44	27	17
2	29	60	-31
3	74	45	29
4	54	49	5
5	48	56	-8
6	55	53	2
7	52	65	-13
8	64	63	1
9	50	50	0
10	45	50	-5
11	48	42	6
12	34	51	-17
Total	665	682	-17

During the next three weeks, these student enrollment data will be reconciled, revised as appropriate, and submitted to DESE within the Student information Management System (SIMS) report at the end of October.

Thank you.

Reading Public Schools

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

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
DATE: October 6, 2022
FR: Susan Bottan, Director of Finance and Operations
RE: Action Needed – Vote to Accept Recommendations to Refine Town/School Agreement for End of Year Reports

The Town of Reading and Reading Public Schools have agreed to resource allocation methodologies for allocating Town expenditures and budgets included on the End of Year Report (EOYR), which are submitted to DESE annually. The Independent Accountant's Report on Applying Agreed-Upon Procedures to the FY21 End of Year Report recommended that the following action be taken related to refine the current Town/School EOYR Agreement:

Properly Report Town Costs in Accordance with the Written Agreement

Applicable DESE Compliance Requirement: 12, 21

- DESE requires that Town expenditures on behalf of the School be allocated on the EOYR based on a methodology that is included in a written agreement between the Town and School.

Finding

- Costs reported on Schedule 19, line 7450, Operations and Maintenance, Column 5 were not supported.

Recommendation

- The written agreement between the Town and School should be updated to include the above expenditures and all relevant costs should be reported in accordance with the agreement.

Please note, although the current agreement references "for costs incurred by the Town Core Facilities Department", the recommendation is intended to specify all relevant function codes.

For your reference, please find attached the original Town/School Agreement effective August 2021 and a revised version with changes noted in red text, along with the correction of two spelling errors. Once voted, the agreement will be submitted to the Town Manager and Finance Director to become effective with the FY23 End of Year Report.

Please feel free to reach out to me with questions about this request.

Thank you.

**Agreement Between the Town of Reading and the
Reading Public Schools for the Allocation of Costs**

The Department of Elementary and Secondary Education ("DESE") permits certain expenditures made by other municipal departments, on behalf of the schools, to be reported on the End of Year Report ("EOYR"). These "indirect" municipal expenses include administrative services, employment benefits (including retirement and insurance), school facility operation and maintenance, other fixed costs, debt and capital outlay. Many of these expenditures are counted toward the annual net school spending requirement under M.G.L. Chapter 70. The Town of Reading and the Reading Public Schools hereby agree that the following methodologies are to be used when allocating, distributing or assigning Town expenditures to the Reading Public Schools that are included in the EOYR in accordance with CMR 10.04. Under CMR 10.04, school districts may report municipal indirect expenditures on the EOYR, however, only when there is an agreement between municipal and school officials on the expenses to be allocated and method of allocation.

Finance & Administrative Services (1410) – A reasonable estimate of the percent of the total budget (with consistent percentage used for actuals) as determined by the Town Accountant and Finance Director. Currently defined as 41% of general budget of accounting budget, 25% of financial audit budget and 25% of finance general budget.

Human Resources (1420) – A reasonable estimate of the percent of the total budget (with consistent percentage used for actuals) as determined by the Town Accountant in consultation with Human Resources and Finance Director. Currently defined as 27% of general fund budget.

District-side Info Management & Technology (1450) – A reasonable estimate of the percent of the total budget as determined by the Town Accountant in consultation with the Town Technology Coordinator and Finance Director. Currently defined as 27% of the general fund budget

Maintenance of School Grounds (4210) – A reasonable estimate of the cost of rubbish collection and disposal, snow removal and maintaining school grounds as determined by the Town Accountant in consultation with the Director of Public Works.

For costs incurred by the Town Core Facilities Department the following methodology is utilized – for expenses that are shared the budget and actual expenditures are allocated based upon square footage of school and town buildings and items that are directly identifiable as being all school or all town are reported as such per review with the Director of Facilities.

Employer Retirement Contributions (5100) – The cost as determined by the information contained in the Actuarial Valuation and Review of the Reading Retirement Board.

Insurance for Active Employees (5200) –
Group Health Insurance – the cost as determined by the Town Accountant by an analysis of the number of employees in the various health programs on a date subsequent to the March 1st open enrollment.

Life Insurance, Medicare Match and Unemployment – the cost as determined by payments made on behalf of school employees.

Worker Compensation – The cost as determined by information obtained from Massachusetts Interlocal Insurance Association.

Insurance for Retired Employees (5250) – The cost as determined by the Town Accountant by an analysis of the number of retirees from the School Department and beneficiaries of former school employees enrolled in the various health programs on a date subsequent to March 1st open enrollment.

Other Non-employee Insurance – The cost as determined by information obtained from the Massachusetts Interlocal Insurance Association.

Other Fixed Costs – The cost as determined by payments made to crossing guards, school resource officers and known identifiable Town legal expenses incurred on behalf of the schools.

Debt Service (long-term principal and long-term interest) – The actual cost of principal for the retirement of school construction or major construction projects, or maintenance projects which exceed the cost limit for extraordinary maintenance, and other educational debt service which complies with the guidelines of 603 CMR 10.04. Projects that are shared by the Schools and Town will be allocated based upon an agreed upon split as determined by the Town Accountant and Finance Director.

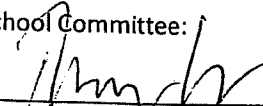
Short term Debt Service (BANSs) (5450) – Actual interest paid on the bond anticipation notes (BAN's) used to finance the purchase of schools, textbooks, instructional equipment, non-instructional equipment, and school building maintenance.

Regional School District – The cost as determined by payments made to Northeast Regional Vocational School District and Minuteman.

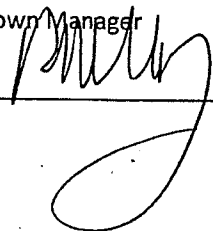
Other Expenses – The allocation of other expenses incurred by the Town will be reported if agreed to by both the School Department Superintendent (or designee) and Town Accountant. This agreement maybe amended from time to time to accommodate new expenditures not foreseen by this agreement and are budgeted and paid from the municipal budget.

Documentation – it is agreed that the Town will compile all documentation to support the municipal expenditures cited in this agreement and will present the appropriate figures and documentation to the school department for timely completion of the annual EOYR.

This agreement will remain in effect until amended with the approval of both parties.

School Committee:


School Committee Chair

Town Manager


January 2003
Revised 19 August 2021 _____

Agreement Between the Town of Reading and the Reading Public Schools for the Allocation of Costs

The Department of Elementary and Secondary Education ("DESE") permits certain expenditures made by other municipal departments, on behalf of the schools, to be reported on the End of Year Report ("EOYR"). These "indirect" municipal expenses include administrative services, employment benefits (including retirement and insurance), school facility operation and maintenance, other fixed costs, debt and capital outlay. Many of these expenditures are counted toward the annual net school spending requirement under M.G.L. Chapter 70. The Town of Reading and the Reading Public Schools hereby agree that the following methodologies are to be used when allocating, distributing or assigning Town expenditures to the Reading Public Schools that are included in the EOYR in accordance with CMR 10.04. Under CMR 10.04, school districts may report municipal indirect expenditures on the EOYR, however, only when there is an agreement between municipal and school officials on the expenses to be allocated and method of allocation.

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Maintenance of School Grounds (4210) - A reasonable estimate of the cost of rubbish collection and disposal, snow removal and maintaining school grounds as determined by the Town Accountant in consultation with the Director of Public Works.

For costs incurred by the Town Core Facilities Department (**Schedule 1 Expenditure Summary– 4120 Heating of Buildings, 4130 Utility Services, 4220 Maintenance of Buildings, 4225 Building Security System, 4230 Maintenance of Equipment, 4300 Extraordinary Maintenance; Schedule 19 Annual Budget, 4000 Operations and Maintenance, 4300 Extraordinary Maintenance**) the following methodology is utilized: for expenses that are shared, the budget and actual expenditures are allocated based upon square footage of school and town buildings and items that are directly identifiable as being all school or all town are reported as such per review with the Director of Facilities.

Employer Retirement Contributions (5100) - The cost as determined by the information contained in the Actuarial Valuation and Review of the Reading Retirement Board.

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Documentation - it is agreed that the Town will compile all documentation to support the municipal expenditures cited in this agreement and will present the appropriate figures and documentation to the school department for timely completion of the annual EOYR.

This agreement will remain in effect until amended with the approval of both parties.

School Committee Chair:

Town Manager:

January 2003

Revised August 2021

Revised October 2022

Reading Public Schools

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

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
DATE: October 6, 2022
FR: Susan Bottan, Director of Finance and Operations
RE: FY22 End of Year Financial Report

At the School Committee's next public meeting on Thursday, October 6, 2022, a summary of the Fiscal Year 2022 will be presented. The School Department met all FY22 financial obligations within the total appropriation of \$49,695,998 and closed the fiscal year with a fund balance of \$203,063, which has been turned back to the Town's Free Cash fund. A summary of FY22's financial activity by cost center is found in the table below and reflects appropriated budgets, voted budget transfers, revised budgets, expenditures, encumbrances, pending budget transfers, and the year-end fund balances by Cost Center:

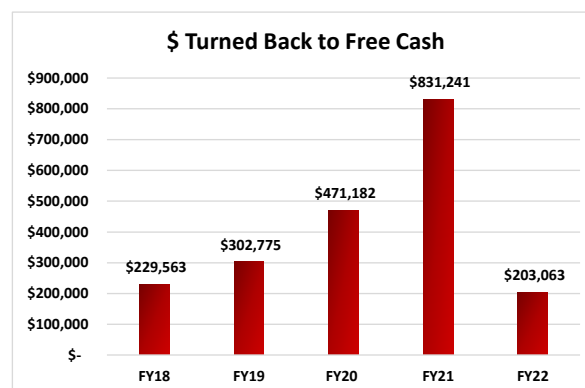
Reading Public Schools FY22 End of Year Financial Summary by Cost Center

School Department Cost Centers	FY22 Appropriated Budget	FY22 Budget Transfers*	FY22 Revised Budget	FY22 Expenditures	FY22 Encumbrances	FY22 Pending Budget Transfers**	FY22 End Year Balance***
0310 SCHOOL ADMINISTRATION	1,278,967	-	1,278,967	1,243,369	25,376	-	10,222
0320 SCHOOL REGULAR DAY	28,395,443	1,593,266	29,988,709	28,118,601	1,232,684	(444,584)	192,841
0330 SCHOOL SPED	16,329,409	(1,693,807)	14,635,602	13,880,618	1,082,514	327,530	-
0340 SCHOOL FACILITIES	1,578,204	-	1,578,204	1,499,031	102,658	23,485	-
0350 SCHOOL HEALTH	710,385	55,000	765,385	761,353	25,711	21,679	-
0360 SCHOOL ATHLETICS	688,662	-	688,662	684,941	17,867	14,146	-
0370 SCHOOL EXTRA CURRICULAR	84,388	-	84,388	121,935	-	37,547	-
0380 SCHOOL TECHNOLOGY	630,540	45,541	676,081	598,890	97,387	20,196	-
FY22 TOTAL	49,695,998	(0)	49,695,998	46,908,739	2,584,197	(0)	203,063

Notes:

FY22 Budget Transfers*: Reflects All Budget Transfers Voted by School Committee
 FY22 Pending Budget Transfers**: Reflects Pending Budget Transfers for School Committee Vote on October 6, 2022
 FY22 End Year Balance***: Reflects Pending Budget Transfers for School Committee Vote on October 6, 2022

The FY22 fund balance of \$203,063, which represents .41% of the total School Department's appropriated budget, is the lowest balance turned back to the town in the last five years, as illustrated in the chart below:



It is important to note that, through the efforts of the School Department with assistance by the Town Finance office, more than \$338,000 in encumbered funds held in the form of open purchase orders from FY15 to FY21 were closed and the funds once encumbered can now be used for future allocation.

Throughout the school year, frequent monitoring of the FY22 projected expenditures by school and districtwide leaders led to the early identification of savings and allowed the District Leadership Team to make early decisions that deployed resources in the form of one-time expenditures on services and supplies to address immediate needs of students and to move them forward in their learning. The programs supported by these allocated savings focused on interventions to accelerate learning, enrichments to support social-emotional culture and engagement, and support structures to position Reading Public Schools for the future. A summary of some of the investments made with early identified savings made during the 2021-2022 school year are outlined below:

- February and April Vacation Academies
- Wide range of professional development delivered to instructional leaders, teachers, and paraprofessionals related to Social Emotional Learning and Curriculum and Instruction
- Development and initiation of Principal mentoring and coaching programs with the Center for Leadership at Salem State College
- Dual Enrollment Program in partnership with Endicott College for RMHS students
- Initial purchase of ARC Core Literacy Materials for grades 3-5, also supported by ARPA funds
- Increased pay for substitute teachers and substitute nurses to become more competitive with nearby communities' daily rates
- Mid-year addition of .50 FTE EL Teacher
- Mid-year addition of .40 FTE Data Specialist
- Beginning year addition of a 1.0FTE floater nurse (used for substitute nursing services until hire)
- Support of the five-year renewal of student and staff computers, monitors, and classroom SMART Board panels
- Replacement of old, broken furniture, such as café tables, classroom student desks/chairs, teacher desks, fitness center equipment, and library furniture
- Purchase of math curriculum materials and development of training for middle school special education teachers
- Crisis prevention and risk assessment program training for mental health clinicians recommended by NEMLEC (The Northeastern Massachusetts Law Enforcement Council)
- Contracted services to create efficient and streamlined digital system of inactive student and employee files, opening space for other purposes

The FY 22 Financial Summary is presented into two sections on the pages that follow:

I. Recommendations for Budget Transfers

II. Financial Summary of Grants and Revolving Accounts

Please contact me if you have any questions or would like additional information about the FY22 End Year Financial Summary.

Thank you.

I. Recommendations for Budget Transfers between Cost Centers for End Year Reconciliation

Please find below an outline of “housekeeping” budget transfers required for each Cost Center to end the fiscal year with a zero or positive fund balance. The impact of these transfers is illustrated on the FY22 Financial Summary table on the first page of this document. Please note; although the Regular Day Cost Center will end the year with a positive balance, the surplus in fact originated within the SPED Cost Center because of our growing capacity to serve students in-district:

Recommendations for Budget Transfers:

Transfer from: \$444,584 from Regular Day (* note \$1.00 difference to total noted below due to rounding on the Financial Summary Table)

Transfer to \$327,530 to Special Education
 \$23,485 Facilities
 \$21,679 School Health
 \$14,146 Athletics
 \$37,547 Extra Curricular
 \$20,196 Technology

II. Financial Summary of Special Revenue Funds: Grants and Revolving Accounts

In addition to the General Fund, Special Revenue Funds consisting of grants and revolving funds support the delivery of services to students attending Reading Public Schools. Please find below the FY22 End Year Financial Summary for each grant:

Grants

All FY 22 grants awarded to the Reading Public Schools have been approved by School Committee. Some grants are expended across fiscal years:

FY 22 End Year Financial Summary - Grants															
Grant	FY20				Comments	FY21				Comments	FY22				Comments
	Beginning FY22 Year Balance	Total Expended & Encumb.	Remaining Requirement	End Year Balance		Beginning FY22 Year Balance	Total Expended & Encumb.	Remaining Requirement	End Year Balance		Amount of FY22 Award	Total Expended & Encumb.	Remaining Requirement	End Year Balance	
STATE METCO Dept. of Public Health						\$ 44,761	\$ 44,761	\$ -	\$ -		\$ 765,074	\$ 467,069	\$ -	\$ 298,005	Spend by 12/31/22
TOTAL STATE	\$ -	\$ -	\$ -	\$ -		\$ 44,761	\$ 44,761	\$ -	\$ -		\$ 794,674	\$ 496,669	\$ -	\$ 298,005	
FEDERAL	Killiam and Joshua Eaton					Parker					Parker and Eaton				
Title I	\$ 47,387	\$ 25,623	\$ -	\$ 21,764	Spent before 9/30/22	\$ 102,092	\$ 26,772	\$ -	\$ 75,320	Spent before 9/30/22	\$ 105,672	\$ 10,000	\$ -	\$ 95,672	Spend 15% of original award by 9/30/23
Title II	\$ 33,670	\$ 32,009	\$ -	\$ 1,661	Spent before 9/30/22	\$ 50,391	\$ 20,857	\$ -	\$ 29,535	Spent before 9/30/22	\$ 47,892	\$ 4,127	\$ -	\$ 43,765	Spend 15% of original award by 9/30/23
Title IV	\$ 601	\$ -	\$ -	\$ 601	Spent before 9/30/22	\$ 8,639	\$ 7,517	\$ -	\$ 1,121	Spent before 9/30/22	\$ 10,000	\$ -	\$ -	\$ 10,000	Spend 15% of original award by 9/30/23
IDEA 240	\$ 40,603	\$ -	\$ -	\$ -		\$ 72,015	\$ 70,120	\$ -	\$ 1,895	Spent before 9/30/22	\$ 1,109,747	\$ 1,011,524	\$ -	\$ 98,223	Spend by 9/30/23
IDEA 262	\$ -	\$ -	\$ -	\$ -		\$ 298	\$ 298	\$ -	\$ -		\$ 20,528	\$ 20,200	\$ -	\$ 328	Spend by 9/30/23
IDEA 274						\$ 5,154	\$ 5,077	\$ -	\$ -						
ARP 252											\$ 246,133	\$ 84,946	\$ -	\$ 161,187	Spend by 9/30/23
ARP 264											\$ 22,937	\$ 3,113	\$ -	\$ 19,824	Spend by 9/30/23
ESSER II											\$ 383,259	\$ 149,954	\$ -	\$ 233,305	Spend by 9/30/23
ESSER III*											\$ 838,876	\$ 278,778	\$ -	\$ 560,098	Spend by 9/30/24
ACCEL LITERACY											\$ 200,000	\$ 200,000	\$ -	\$ -	
ACCEL MATH											\$ 119,748	\$ -	\$ -	\$ 119,748	Spend by 6/30/23
TOTAL FEDERAL	\$ 122,260	\$ 57,632	\$ -	\$ 24,026		\$ 238,589	\$ 130,641	\$ -	\$ 107,871		\$ 3,104,792	\$ 1,762,643	\$ -	\$ 1,342,149	

Descriptions and acceptable uses of each State and Federal grant follows on the next pages:

State Grants:

- METCO –the Metropolitan Council for Educational Opportunity is a state funded, voluntary educational desegregation program designed to eliminate racial imbalance through the busing of children from Boston, MA and Springfield, MA to suburban public schools in thirty-eight communities. These funds pay for program coordination, transportation, and instructional services related to Boston resident students attending Reading Public Schools through participation in the METCO program.
- Department of Public Health – provides for mandated screenings, professional development, and substitute coverage for nurses.
- *Note – although not a grant, DESE reimburses school districts for a portion of out of district tuition placement and transportation costs. In FY 22, DESE will defray \$1,410,278 in tuition and transportation costs, charging those expenses directly to the Circuit Breaker reimbursement fund. The end year balance is expected to be zero.*

Federal Grants:

- Title I - aids schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. These funds are allocated to paraprofessional and extended school year instructional services.
- Title II A - provides supplemental resources to school districts to support systems of support for excellent teaching and leading. The priorities of Title IIA are to: increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. These funds are allocated to provide professional development for teachers.
- Title IV -ensures that all students have access to a high-quality educational experience. The priorities of Title IV are to: support well-rounded educational opportunities; support safe and healthy students; and support effective use of technology. These funds pay for technology integration activities and materials for teachers and classrooms.
- IDEA 240- provides appropriate special education services for eligible students and to maintain state/local effort in special education. These funds pay for program administration, special education teachers, BCBA, and professional development.
- IDEA 262 - ensures that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment. These funds pay for early childhood instruction and professional development.
- IDEA 274 - provides professional development for clinical staff in the areas of grief and loss in a school setting, social emotional curriculum that is accessible online as well as in person and professional development on anxiety to assist students who have pre-existing or new onset anxiety in returning to school after the pandemic.
- ARP 252 – addresses challenges related to the pandemic, including school re-entry, disruption in the education of children with disabilities, mental health services; sustainability; focuses on issues of equity in special education and early intervention services. Funds are allocated to provide professional development, instructional materials, and testing/assessment materials.

- ARP 264 - addresses early childhood special education and family engagement, such as improving systems to assist with the transition from early intervention to pre-kindergarten to kindergarten to increase educational outcomes for students. Funds from this grant are allocated to fund student assessment, induction, and transition programs.'
- ESSER II – addresses learning loss and provides mental health services and supports. These funds are allocated to pay for special education teachers, adjustment counselors and tutors and social-emotional curriculum.
- ESSER III - helps schools safely reopen and respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic. These funds are allocated to pay for team leaders, special education teachers, adjustment counselors and tutors.
- Accelerated Literacy – use of high-quality instructional materials to improve and literacy experiences and outcomes for students.
- Accelerated Math - professional development for K-2 math implementation, print resources for those grade-levels, 1-year digital access for K-2, additional PD for year 2 supports, and additional teacher manual copies to ensure all staff (special education included) have access to the curriculum resources.

Revolving Funds

Special Revenue Funds are comprised of fee-based programs, extracurricular activities, and donations. The two User-fee programs generating the most significant balances at year end were Food Services and Extended Day.

The Food Services Program received support through the Federal and State government’s action to provide free meals to students and increase the meal reimbursement rate. This additional funding combined with the inability to recruit and retain staff (the program was down 7-11 staff members consistently throughout the year), and the closing of more than \$100,000 of prior year purchases orders (in addition to the orders closed in the operating fund), a net gain of nearly \$658,000 for FY22 was realized. These funds combined with the prior year balance resulted in a total Food Services fund balance of \$1.4M. With a portion of this fund balance, investments are being made in the program to increase the quality and nutritional value of the meals, to improve training and increase staff certification, and to ensure efficient and effective operations. During the first four weeks of school, the following actions have been taken:

- Hired a full-time director
- Hired a full-time driver/substitute café worker
- Filled all but two openings
- Contracted with locally sources vendors who provide fresh vegetables and fruits
- Instituted new Point of Sale system that brings inventorying and meal planning capability
- Increased breakfast offerings
- Hired consultant to conduct nutritional, financial, and operational assessment
- Offering vegetarian option with every meal
- Implementing staff training and development
- Seeking students’ feedback on menus and participation in a pilot composting program

Already the program is yielding strong results. The RMHS participation rate on one day last week increased from 400 to over 700 students. More will be shared about the progress being made throughout our schools’ food service program within the FY23 First Quarter Financial Report.

Extended Day also generated a significant balance in FY22 as it ramped up its operations following a profound impact due to the Pandemic. The program gained a net balance in FY22 of \$384,411, generated primarily by savings created from the inability to recruit and retain staff. Following more than ten years without a cost-of-living adjustment, Extended Day has increased its wages to comparable levels. With more competitive wages, the program is expected to increase staffing levels and to reduce its waiting list in FY23.

The table that follows provides a FY22 financial overview of all Reading Public Schools’ fee-based programs, including beginning year balances, FY22 expenditures and encumbrances, and end year balances, along with the gain/loss for the fiscal year:

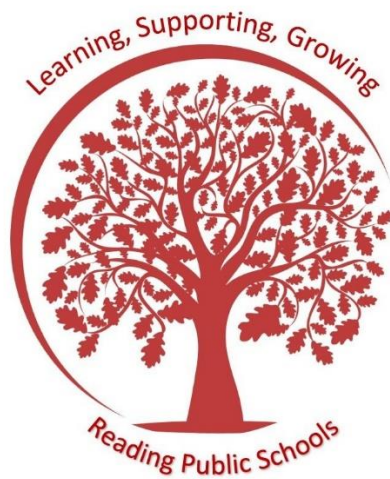
FY22 End Year Financial Summary: Revolving Accounts					
Fee-Based Programs	FY22 Balance July 1, 2021	FY22 Actual Revenue	FY22 Actual Expend./Enc.	FY22 End Year Balance June 30, 2022	FY22 Gain/(Loss)
Athletics	\$ 187,133	\$ 418,720	\$ 434,329	\$ 171,524	\$ (15,609)
Band Revolving Account	\$ 35,735	\$ 20,150	\$ 25,180	\$ 30,705	\$ (5,030)
Community Education - Drivers Education and Adult Education	\$ 85,214	\$ 47,044	\$ 38,230	\$ 94,028	\$ 8,814
Community Education - Extended Day Program	\$ 156,766	\$ 1,224,422	\$ 840,011	\$ 541,177	\$ 384,411
Community Education - Summer Program	\$ 37,834	\$ 2,140	\$ -	\$ 39,974	\$ 2,140
Coolidge Drama Activities	\$ 31,107	\$ 27,245	\$ 19,997	\$ 38,355	\$ 7,248
Coolidge Extracurricular	\$ 4,738	\$ -	\$ -	\$ 4,738	\$ -
Full Day Kindergarten Tuition	\$ 621,284	\$ 893,991	\$ 893,956	\$ 621,319	\$ 35
Lost Books	\$ 27,206	\$ 3,206	\$ 2,510	\$ 27,902	\$ 696
Parker After School Activities	\$ 59,989	\$ 36,249	\$ 27,909	\$ 68,329	\$ 8,340
Parker Drama Activities	\$ 40,378	\$ 33,249	\$ 26,797	\$ 46,830	\$ 6,452
Parker Extracurricular	\$ 3,860	\$ -	\$ -	\$ 3,860	\$ -
RISE Preschool Program	\$ 255,457	\$ 328,240	\$ 351,721	\$ 231,976	\$ (23,481)
RMHS Drama Activities	\$ 60,706	\$ 58,413	\$ 46,405	\$ 72,714	\$ 12,008
RMHS Guidance	\$ 6,675	\$ 70,682	\$ 66,960	\$ 10,397	\$ 3,722
School Lunch Program	\$ 769,302	\$ 2,151,635	\$ 1,493,758	\$ 1,427,179	\$ 657,877
School Transportation	\$ -	\$ 29,622	\$ 29,622	\$ -	\$ -
Special Education Tuition	\$ 66,899	\$ 44,693	\$ 44,693	\$ 66,899	\$ -
Use of School Property	\$ 111,206	\$ 132,724	\$ 151,684	\$ 92,246	\$ (18,960)
TOTAL Fee-based Revolving Funds	\$ 2,561,489	\$ 5,522,425	\$ 4,493,762	\$ 3,590,152	\$ 1,028,663

In addition to user-fee programs, Reading Public Schools has established donation revolving accounts for each school and special education programs. Please find the FY22 activity for these funds in the table provided on the next page:

Gifts/Donations	FY22 Balance July 1,2021	FY22 Actual Revenue	FY22 Actual Expend./Enc.	FY22 End Year Balance June 30, 2022	FY22 Gain/(Loss)
Pre-K Student Activity	\$ 5,407	\$ 16	\$ -	\$ 5,423	\$ 16
Elementary Student Activity	\$ 44,723	\$ 14,575	\$ 15,461	\$ 43,837	\$ (886)
Secondary Student Activity	\$ 165,368	\$ 363,245	\$ 285,396	\$ 243,217	\$ 77,849
Barrows Donations Fund	\$ 7,766	\$ 12,482	\$ 11,627	\$ 8,621	\$ 855
Birch Meadow Donation Fund	\$ 6,156	\$ 1,484	\$ 805	\$ 6,835	\$ 679
Joshua Eaton Donation Fund	\$ 935	\$ 7,792	\$ 6,221	\$ 2,506	\$ 1,571
Joshua Eaton Donation Fund	\$ 9,630			\$ 9,630	\$ -
JW Killam Donation Fund	\$ 20,040	\$ 615	\$ 449	\$ 20,206	\$ 166
Wood End Donation Fund	\$ 9,381	\$ 1,423	\$ 5,468	\$ 5,336	\$ (4,045)
Coolidge Donation Fund	\$ 16,853	\$ 2,974	\$ 8,720	\$ 11,107	\$ (5,746)
Parker Donation Fund	\$ 9,744	\$ 1,848	\$ 2,500	\$ 9,092	\$ (652)
High School Donation Fund	\$ 21,864	\$ 23,007	\$ 31,118	\$ 13,753	\$ (8,111)
District Donation Fund (includes REF grants)	\$ 29,141	\$ 997	\$ 16,108	\$ 14,030	\$ (15,111)
SEPAC Donation Fund	\$ 300			\$ 300	\$ -
Special Education Donation Fund	\$ 319	\$ -	\$ -	\$ 319	\$ -
TOTAL Gift/Donation Revolving Funds	\$ 347,627	\$ 430,458	\$ 383,873	\$ 394,212	\$ 46,585

**Note - Actual Revenue column's calculations reflect donations received from "Friends of" all of the athletic groups and Reading Education Foundation*

Reading Public Schools
School Committee Meeting Packet
October, 2022



Calendar

SY22-23 School Committee Calendar

Month	Date	Topic	Presenter(s)
July Social Media Coordinators - Shawn Brandt & Sarah McLaughlin			
July	7/7/2022		
	7/14/2022	Finalize Committee & Liaison Assignments Appointment of Superintendent to Collaborative Boards - SEEM Collaborative - Northshore Education Consortium Educational Leadership Partnership w/ Salem State Superintendent Review Timeline Discussion (A)	School Committee School Committee Superintendent Superintendent & School Committee
	7/21/2022		
	7/28/2022		
August Social Media Coordinators - Tom Wise & Chuck Robinson			
August	8/4/2022	Strategic Offsite	Administration & School Committee
	8/11/2022	MSBA Deliverables - Educational Profile and Enrollment Forecast Capital Plan Update DESE District Review Discussion on Policy CHCA - Handbook Terminology / Consistency	Administration Administration Superintendent Superintendent & School Committee
	8/18/2022	No Meeting Planned	
	8/25/2022	No Meeting Planned	
	8/29/2022	Beginning of School / Summer Update Review and Approve RMHS Handbook (A) Public Hearing: Killam Discussion Draft Town Meeting Warrant Article for Killam Review & Discussior	Administration RMHS Administration School Committee & Permanent Building Committee School Committee & Permanent Building Committee
September Social Media Coordinators - Erin Gaffen & Carla Nazzaro			
September	9/1/2022	No Meeting Planned	
	9/5/2022	Labor Day	
	9/8/2022	Public Hearing: Killam Discussion	School Committee & Killam School Building Committee
	9/14/2022	Elementary Open House	
	9/15/2022	Extended Day Staff Compensation Update Killam Feasibility Study Warrant Article Discussion and Vote (A) Killam Warrant Article Intro Discussion and Vote (A) 2022-2023 District Strategic Plan Discussion and Vote (A) District Handbook Review and Vote (A)	Administration School Committee School Committee Administration Administration
	9/21/2022	School Committee posted to attend Financial Forum	Finance Committee
	9/22/2022	Middle School Open House	
	9/27/2022	Last Day to Close November Town Meeting Warrant	
	9/28/2022	High School Open House	
	9/29/2022	No Meeting Planned	
October Social Media Coordinators - Sarah McLaughlin & Shawn Brandt			
October	10/6/2022	RISE Director Entry Plan Barrows Principal Entry Plan Enrollment Update 2021-2022 MCAS Results	RISE Director Jillian Ashburner Barrows Principal Alissa Gallegos Administration Administration
	10/10/2022	Columbus Day	
	10/13/2022	No Meeting Planned	
	10/20/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	10/26/2022	School Committee Posted to Attend Financial Forum	Finance Committee
10/27/2022	No Meeting Planned		
November Social Media Coordinators - Tom Wise & Chuck Robinson			
November	11/3/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	11/7/2022	No Meeting Planned	
	11/10/2022	Veteran's Day	
	11/14/2022	Town Meeting	
11/17/2022	Town Meeting		

SY22-23 School Committee Calendar

Month	Date	Topic	Presenter(s)
	11/21/2022	Town Meeting	
	11/24/2022	Thanksgiving	
	11/28/2022	Town Meeting	
	December Social Media Coordinators - Erin Gaffen & Carla Nazzaro		
	12/1/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	12/8/2022		
December	12/15/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	12/22/2022		
	12/26/2022	Winter Recess	
	12/29/2022	Winter Recess	
	January Social Media Coordinators - Sarah McLaughlin & Shawn Brandt		
	1/5/2023	(Placeholder) FY24 Budget Night 1	Administration & School Committee
	1/9/2023		
	1/12/2023	(Placeholder) FY24 Budget Night 2	Administration & School Committee
January	1/16/2023	Martin Luther King Jr. Day	
	1/19/2023	(Placeholder) Public Hearing: FY24 Budget	Administration & School Committee
	1/23/2023		
	1/26/2023	(Placeholder) FY24 Budget Final Vote	Administration & School Committee
	1/30/2023		
	February Social Media Coordinators - Tom Wise & Chuck Robinson		
	2/2/2023		
	2/6/2023		
February	2/9/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	2/13/2023		
	2/16/2023		
	2/20/2023	President's Day / February Recess	
	2/23/2023	February Recess	
	2/27/2023		
	March Social Media Coordinators - Sarah McLaughlin & Shawn Brandt		
	3/1/2023	(Placeholder) School Committee Budget Presentation to Finance Committee	Superintendent, Director of Finance, & School Committee
	3/2/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	3/6/2023		
	3/9/2023		
March	3/13/2023		
	3/16/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	3/20/2023		
	3/23/2023		
	3/27/2023		
	3/30/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	April Social Media Coordinators - Tom Wise & Chuck Robinson		
	4/3/2023		
	4/6/2023		
	4/10/2023		
April	4/13/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	4/17/2023	Patriot's Day / April Recess	

SY22-23 School Committee Calendar

Month	Date	Topic	Presenter(s)
	4/20/2023	April Recess	
	4/24/2023	Town Meeting	
	4/27/2023	Town Meeting	
		May Social Media Coordinators - TBD	
	5/1/2023	Town Meeting	
	5/4/2023	Town Meeting	
	5/8/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	5/11/2023	Elementary Open House	
May	5/15/2023		
	5/18/2023	Middle School Open House	
	5/22/2023		
	5/25/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	5/29/2023	Memorial Day	
		June Social Media Coordinators - TBD	
	6/1/2023		
	6/4/2023	RMHS Graduation	
	6/5/2023		
	6/8/2023	(Placeholder) School Committee Meeting	Administration & School Committee
June	6/12/2023		
	6/15/2023		
	6/19/2023	Juneteenth	
	6/22/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	6/26/2023		
	6/29/2023	July Social Media Coordinators - TBD	