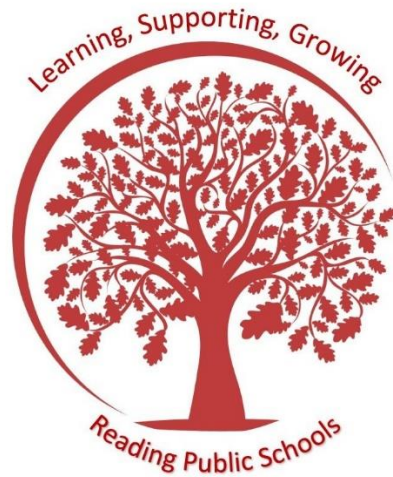


**Reading Public Schools  
School Committee Meeting Packet**

**November 3, 2022**



Open Session 7:00 p.m.

RMHS Schettini Library



# Town of Reading Meeting Posting with Agenda

## Board - Committee - Commission - Council:

School Committee

Date: 2022-11-03

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

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. RMHS Innovation Pathways
7:30 p.m.	B.	Public Comment  Consent Agenda 1. Minutes (10-20-2022) 2. Pegasus Springs Foundation Donation  Reports 1. Student Advisory Committee 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Director of Finance and Operations 5. Superintendent 6. Liaison/Sub-Committee
8:00 p.m.	D.	Old Business 1. Superintendent Goals – Review and Approve (A)
8:30 p.m.	E.	New Business 2. Provide FY24 Budget Guidance 3. First Reading of Policy JFABE 4. First Reading of Policy JFABF
9:30 p.m.	G.	Executive Session 1. To conduct strategy sessions in preparation for negotiations with collective bargaining units (all units) 2. To discuss strategy with respect to ongoing litigation and review advice from counsel on the same

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.



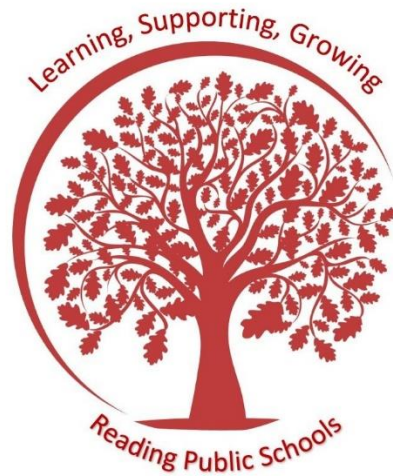
## Town of Reading Meeting Posting with Agenda

10:30 p.m.	E.	New Business 5. Hold Public Vote on Pursuit of Potential Litigation
	F.	Information / Correspondence 1. Email from Kiril Daskalov 2. Email from Frederick Van Magness
10:05 p.m.		Adjourn

\*\*Times are approximate

**Reading Public Schools  
School Committee Meeting Packet**

**November 3, 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: Jessica Callanan, Director of Academic Achievement  
Date: November 3, 2022  
Re: Innovation Pathways at RMHS

During the November 3, 2022, School Committee meeting our team will present an overview of the work RMHS administration and staff are engaged in regarding the planning, development and implementation of two Innovation Pathways at RMHS beginning in the 2023-24 school year. RMHS is working collaboratively with the Reading Chamber of Commerce, and the regional MassHire Workforce Board, to establish partnerships with local industries in the areas of Manufacturing (Engineering) and Information (Computer Science and Digital Media), which will be the first pathways developed for RMHS students.

# Reading Memorial High School Innovation Pathways



MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**

## Core Characteristics

All high-quality college and career pathway options in MA must include six core characteristics:



## What are Innovation Pathways?



Innovation Pathways connect student learning to a broadly-defined industry sector that is in demand in the regional and state economy, and guide students to relevant post-secondary education and training.

All pathways are designed to increase equitable access by eliminating barriers to student participation.



# Innovation Pathways Guiding Principles



**EQUITABLE ACCESS**



**GUIDED ACADEMIC PATHWAYS**



**ENHANCED STUDENT SUPPORT**



**CONNECTION TO CAREER**



**EFFECTIVE PARTNERSHIPS**

# Equitable Access

- IP classes will be open to all students
- Students in grades 8 (Class of 2027) and 9 (Class of 2026) will be first to complete full IP
- Targeted groups will be females and High Needs students
- Representation of these groups in IPs should be reflective of their percentage of the overall student population
- Application process each year with goal of 20-25 students enrolled in each Pathway

## Pathways

Innovation Pathways must each be focused on one broad industry sector. These include:



### **Advanced Manufacturing**

- **Business and Finance**
- **Environmental and Life Sciences**
- **Healthcare and Social Assistance**



### **Information**



Traditional vocational schools are not eligible to apply

# Guided Academic Pathways

Grade & Course Level	Information		Manufacturing
	Digital Media	Computer Science	Engineering
Grade 9 (Technical Courses)	Digital Piano	Intro to Computer Science	Intro to Engineering Design
Grade 10 (Technical Courses)	Technical Songwriting / Recording Digital Media	Intro to Java	Principal of Engineering
Grade 11 (Advanced Courses)	Digital Music Production & Digital Marketing	*(Dual Enrollment) Computer Networks / Computer Ethics	Environmental Engineering
Grade 12 (Advanced Courses)	*Advanced Music Production	Advanced Placement (AP) Computer Science A	Advanced Placement (AP) Physics 1
Grade 12 (Semester 2)	* New Course	*Capstone or Internship (100-hrs)	

## Core Innovation Pathways Experiences

- A minimum of **4 courses** with:
  - At least 2 technical courses related to the pathway's industry sector concentration, and;
  - At least 2 advanced courses (separate from the above 2) that provide the student an opportunity to gain dual-enrollment or AP/IB college credit.
- Enhanced **counseling/advising** and other support for students - MyCAP
- Strong **industry & workforce connections** throughout that culminate in a **100+ hour internship or capstone**
- Students must still complete **Mass Core** requirements by graduation.

# Enhanced Student Support

- Guidance curriculum delivered by students' counselors during flex
  - Grade 9 - 12
  - 8-10 classes per year
- MyCAP
  - Training of RMHS team in Nov. - Part of Planning Grant
  - Additional 5-7 classes during flex for IP students
  - Director of Counseling as instructor

# Effective Partnerships



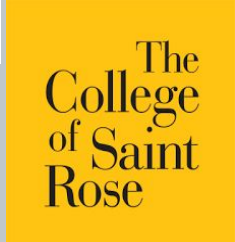
Community



Industry



Higher Education



# IP Progress

- Applied for Planning Grant - \$25k (announcement mid-Nov)
- Team Visit to Uxbridge High School
- Established partners - more to come!
- Established IP Advisory Board - monthly meeting schedule
- Submitted Part A of Designation Application
- Initial Meeting with Middle School Principals
- Application Part B - due Feb.
- DESE ID Designation Announcements - Spring 2023
- Apply for Capital Skills Grant - due winter 2023 (for FY 2024)
- Apply for Implementation Grant - up to \$75k (posted in Aug. 2023 for FY24)
  - Funding available Oct. 1, 2023



# Resources

- [Innovation Pathways - College, Career and Technical Education \(mass.edu\)](#)
- [Innovation Pathways - Innovation Pathways Toolkit \(google.com\)](#)
- [FY2023 Fund Codes 436 / 418: Innovation Pathways Planning Grant - Grants and Other Financial Assistance Programs \(mass.edu\)](#)
- [Massachusetts Skills Capital Grant Program | Mass.gov](#)
- <https://www.uxbridgeschools.com/uhs>



**Reading Public Schools  
School Committee Meeting Packet**

**November 3, 2022**



**Consent Agenda**



# Town of Reading Meeting Minutes

**Board – Committee – Commission – Council:**

## **School Committee**

Date: October 20, 2022

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, Tom Wise

**Others Present:** Superintendent Dr. Tom Milaschewski, Dr. Jennifer Stys, Ms. Michelle Roach, Jayda Hayes, Emily Goodhue

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

**A. Call to Order** - Mr. Brandt called the meeting to order at 7:00 PM

Mr. Brandt asked that we have a moment of silence, after Dr. Milaschewski shared about the passing of two members of the RPS Community. Theodore “Theo” Freedman a Jr. at RMHS and James “Jim” Henerberry a 6<sup>th</sup> Grade teacher at Coolidge.

Dr. Milaschewski also thanked NEMLEC Stars and staff from surrounding communities for their quick response in supporting students and staff during this difficult time.

Mr. Brandt reviewed the agenda for the evening.

**E. New Business** – Seal of Biliteracy Overview

Dr. Mahoney, World Language Dept. Chair presented on the State Seal of Biliteracy program being launched at RMHS. The presentation in its entirety is available in the school committee packet. There were discussion and questions from the committee.

**B. Public Comment** – no public comment

**Consent Agenda** - Ms. Nazzaro made a motion to approve the consent agenda, seconded by Ms. McLaughlin. Amendment to the previous minutes to ensure we include the student representatives in the attendance portion.

Motion carried 6-0

### **Reports:**

1. Ms. Goodhue reported on the difficult week for the students, with the passing of Mr. Henerberry and Theo Freedman, the students have been posting sticky notes of memories of Theo by the guidance office, the soccer team wore black arm bands, and there are flowers placed where he sat in the mornings before school. The students felt well supported during this difficult time.

Ms. Hayes reported that the Field Hockey team is currently #1 for D2, academic lab has opened, a student trip to DC, PSAT's were held the past Saturday, Q1 ending and early applications due for college.

2. Dr. Stys updated on District Improvement Plan, part of the focus is the development and managing the community partnership, we have been joined by Karen Hall to help ensure all of our multilingual learners have access to all the things that Reading has to offer; YMCA receiving ARPA funding to support adaptive programming and lessons, in conjunction with the schools, Communitas just held a teen craft night and they will have an adult program as well as other programs throughout the fall for all Reading residents.
5. Dr. Milaschewski – shout out and recognition to Jayda Hayes, has been named as a 2022-2023 College Board National African American Scholar. Congratulations on behalf of the district on this incredible academic accomplishment.

Recognizing Dan McGrath RMHS Boys Soccer Coach, as MIAA Coach of the Year.

Staffing update, there is a significant increase in multilingual learners, it's exciting and in response we have increased our staffing to support these students.

Also there has been a PD for our staff, for grades 3-8 for mathematics, through *Math Labs* with a consultant they talk through the lesson and the different teaching moves we will be following, and then go into the class with the consultant and work through the strategies. Teachers are learning through their actual work and collaborating with their grade level peers.

6. Ms. Gaffen - SEPAC met and discussed program reviews, it was a well-attended meeting, they elected the board for the year as well. There are 3 returning members and 1 new board member. The next meeting is in November, and it will be a parent workshop.

PAIR met, also well attended hybrid meeting, there were updates from subcommittees, setting of goals, and the subgroups will not be meeting separately it will all be on the same day as the PAIR meetings, they are working on a newsletter as well. Next meeting is in November.

Dr. Chatterjee and LT Silva will be holding a program called Reading Reflects, open to all Reading residents. November 2, 6pm in the PAC is the first in the series.

Mr. Robinson - REC Committee met, it was lengthy, two public hearings one being Reading Little League, and the other was on pickle ball courts, no vote was held at the time of the meeting.

Mr. Wise – RAAC Meeting the allocations were distributed to various programs and departments in the community.

Finance committee met and voted on the percentage allocations.

Ms. Nazzaro – Ms. Nazzaro along with Ms. Bottan attended an MSBA Meeting at the Hildreth School in Harvard, there were 2 sessions. Session 1 was going through the process and how it's important for the learning needs to be the driving force, session 2 was working with the community.

Mr. Brandt reported on Select Board, there was a discussion on the Harnden Street project, they are moving forward with discussions, the next meeting will be discussion to finalize ARPA fund distributions.

### C. Personnel

- 1. Personnel Update** – Ms. Roach presented on Q1 HR Update – the presentation in its entirety is available in the packet. We are in a substantially better position with hiring needs than at the same time last year.

There was some discussion and questions from the committee.

### D. Old Business

- 1. Review and Approve District Improvement Plan Updates**

Dr. Milaschewski presented on the District Improvement Plan, the presentation in its entirety is available in the SC Packet. Most of the discussion focused on the definition of measures for counting progress throughout the year.

There was some discussion and questions from the committee

Ms. Nazzaro made a motion to approve the district improvement plan as amended, seconded by Mr. Robinson, Vote Carried 6-0.

### E. New Business

- 2. Student Advisory Committee Approach Discussion and Liaison Assignment** - The results of exploration of the inclusion of a student advisory committee, RMHS has created the committee, the proposal is to have an open public meeting every other month, prior to school committee with separate agenda, there will be a SC member liaison to guide the students, the objective to allow the students to have more candid conversation with the SC and it will allow SC to support the committee.

There was discussion and questions from the committee. Mr. Wise was appointed by Mr. Brandt as the SC liaison to the Student Advisory Committee.

The meeting would be held at 6pm prior to regular SC meeting.

Mr. Brandt called a 5-minute recess 8:35 pm

Meeting called back to order at 8:41 pm

- 3. Special Education Program Reviews** – Dr. Stys and Ms. Wright presented an overview of the program reviews for Special Education. The presentation in its entirety is available in the SC Packet and the executive summaries are available via the RPS website

There were questions and discussion from the committee.

Ms. Maria Morgan commented on the program reviews, SEPAC appreciated the thoroughness of the reporting on the entire program, not just what is required by the state.

- 4. Assign Liaison to Symonds Way Exploratory Committee** – The Select Board is forming a committee to explore possibilities of Symonds Way uses. There needs to be a liaison from the SC to be on the

committee. Mr. Brandt solicited interest in serving as the liaison. Both Mr. Robinson and Mrs. Gaffen expressed interest, and Mr. Brandt will make an appointment in advance of the next meeting.

5. **Introductory Discussion for Superintendent Goals** – Initial discussion will be tonight with ongoing over the next few weeks. Dr. Milaschewski presented on his goals going forward for SY 2022-23, broken into 3 categories, category 1 being a multi-year district strategic plan, category 2 – continued goal around leadership coaching for our principals, and category 3 – innovations that could have a positive impact on student outcomes.

Discussion from the committee.

Ms. Nazzaro motioned to adjourn, seconded by Mr. Robinson, Vote carried 6-0

Meeting adjourned 10:00 pm



## MEMORANDUM

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15 Lincoln Street, #315 • Wakefield, MA 01880 • 781-486-4554

**To:** Rochelle Rubino, Principal, W.S. Parker Middle School  
**From:** Craig Martin and Lorraine Martin, Pegasus Springs Foundation  
**Date:** October 27, 2022  
**Re:** Donation to support “Sense of Belonging” school goals

---

Pegasus Springs Foundation is pleased to present you a donation of \$8,500 to support Parker Middle School’s “Sense of Belonging” goals. These funds may be used at your discretion in any way that furthers the school’s ongoing work regarding this initiative.

We agree whole-heartedly that all students deserve to feel part of an unconditionally supportive learning environment where they feel safe, know they are understood and respected as individuals, and have a strong sense of belonging within the community. As research confirms, we know it is in such an environment where young people can best learn, grow, and achieve.

It is our belief as well that the middle school years are a critical time in an adolescent’s development, and so it is our hope that this support will help provide a firm foundation that will benefit *all* students in your school community for years to come in their education.

As your work continues, please inform us on your progress and the specific steps you are taking to achieve your goals. We would love to get updates to help inform us on how best to assist similar efforts for others in the future. As you move forward, feel free also to let us know if there are any other ways that we might be able to help support your school goals.





**Walter S. Parker**  
**Middle School**

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# Memo

**To:** Reading School Committee

**From:** Rochelle Rubino, Parker Middle School Principal

**Date:** Oct. 28, 2022

**Re:** Urban Improv Assembly

---

Dear Reading School Committee Members,

Please accept this donation in the amount of \$8,500 from the Pegasus Springs Foundation in support of our “Sense of Belonging” work at Parker Middle School, in alignment with the District (and School) Goals. We are very appreciative of the support of Pegasus Springs as we work to create a strong sense of community and belonging among all Parker community members; their ongoing support of our district goals around equity, inclusion, and social-emotional well-being have had a tremendous impact over the years.

Parker will be using this grant to provide programming from Urban Improv for all grade levels, teachers, and Parker families. Urban Improv Rehearsal for Life combines improvisational scenes and live group discussions to reinforce empathy and respect, while giving participants the opportunity to learn, reflect, practice and share.

Each grade level will explore a different topic. Eighth grade students will explore microaggressions through a series of vignettes featuring different characters experiencing or witnessing microaggressions. Students will leave being able to identify three traits of microaggressions: subtle, indirect, often unintentional. They will also share and practice ways to show empathy and respect for their peers.

Seventh grade students will explore cyberbullying through the following scenario: Mille and Faye are long-time friends. So naturally, Faye doesn't understand when Millie begins hanging out with people so different from her. After an argument leads to Millie sharing a private video made for her eyes only, Faye is left friendless with a viral video of herself on the internet. Students will examine different points along the way that could have provided Mille and Faye with a different outcome. Students will also discuss and leave with different safety tips for online interactions.

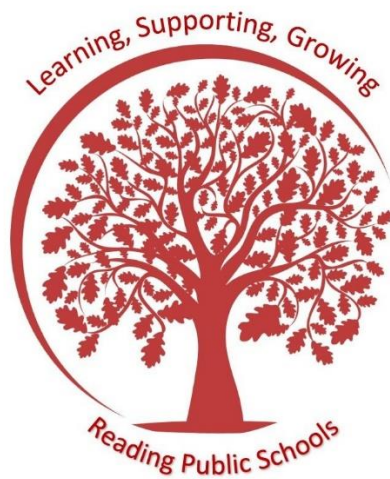
Sixth grade students will explore bullying/bystander through the following scenario: A group of students is left in disarray after a new student begins to bully one of the friends and the others don't know what to do. Students will leave the assembly with a better understanding of the definition of bullying (repeated harassment) and will practice strategies for supporting a friend being bullied.

During family night, any of the topics can be performed for families to bring the conversations to adults. Parents will leave with a better sense of the complexity of these issues and brainstorm ways to support young people in their lives with other parents/families. Teachers will participate in interactive scenes with Urban Improv Teaching Artists that explore different ways educators may experience microaggressions from students or other adults at school. The training will give educators a better definition of microaggressions and help them practice ways to disrupt microaggressions in their daily lives.

Partnering with Urban Improv will complement the SEL work teachers conduct during advisory and enables us to bring this full circle by engaging families and educators in this work. We thank you for your consideration.

**Reading Public Schools**  
**School Committee Meeting Packet**

**November 3, 2022**



**Old Business**

# Reading Public Schools

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



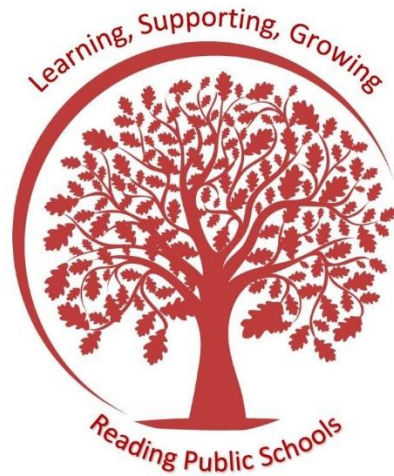
82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149

**To: School Committee**  
**From: Thomas Milaschewski, Superintendent of Schools**  
**Date: November 3, 2022**  
**Re: Superintendent Evaluation**

During the November 3rd School Committee meeting, I will present my proposed Superintendent goals and focus indicators for the 2022-2023 school year. Page 2 of DESE's Model System Guide for Superintendent Evaluation reads "the superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards." The self-assessment, goals, and focus indicators will be included in the final version of the November 3rd School Committee packet.

**Reading Public Schools  
School Committee Meeting Packet**

**November 3, 2022**



**New Business**

# Reading Public Schools

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



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

TO: Reading School Committee  
CC: Thomas Milaschewski, Superintendent of Schools  
FROM: Susan Bottan, Director of Finance and Operations  
DATE: November 3, 2022  
RE: FY24 Budget Guidance and Timeline

Last year, School Committee provided the District Leadership Team with budget guidelines toward developing a responsive and responsible FY23 Budget. At the November 3 School Committee, the Leadership Team would like to revisit these guiding principles to learn if the Committee would like to edit or expand upon their budget guidance for FY24.

The Reading School Committee's guiding principles for the FY 23 Budget included the following:

- Embody what Reading stands for
- Align with School Improvement Plans, District Priorities and Superintendent's Goals
- Support all learners
- Plan for reasonable class sizes
- Meet all contractual and legal obligations
- Reflect creative ways to recruit and retain workforce
- Produce accelerated learning outcomes at all levels
- Make effective and efficient use of all resources at all levels

Please also find the FY24 Budget Development Timeline on the page to follow.

Thank you.

## READING PUBLIC SCHOOLS

### Mission of the Reading Public Schools

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

### FY24 BUDGET DEVELOPMENT CALENDAR

(Black Text - Public Discussions) (*Red Text - Internal Discussions*)

August 11, 2022	SC meeting - Capital Plan Update
September 21	SC Meeting - Financial Forum
October 6	SC Meeting - Enrollment Update
<i>October</i>	<i>Introduce DLT to the budget development process and timeline</i>
<i>October 7</i>	<i>Top Down - Strategy Sessions Accommodated Costs and Multi-Year Financial Forecasts</i>
<i>October through November</i>	<i>Bottom Up – Student Enrollment and Groupings, Staffing Schedules, Contractual Costs</i>
October 19	Finance Committee’s Guidelines - 3.75%, \$1.9M
October 26	Finance Committee’s Financial Forum
<i>November 17</i>	<i>DLT – investment priorities, rationale, leverage all funding sources</i>
<i>December</i>	<i>Strategy Sessions – Budget Development</i>
<i>December 6</i>	<i>DLT - collaboration on budget decisions</i>
December 15	Budget Development Summary shared with School Committee
<i>December 23– January 2, 2023</i>	<i>Publish and Distribute FY24 Budget Book</i>
January 5	School Committee Budget Meeting #1
January 12	School Committee Budget Meeting #2
January 19	School Committee Public Hearing on FY24 Budget
January 26	School Committee Final Vote on FY24 Budget, Submit to Town
March 1	School Committee FY24 Budget Presentation to Finance Committee
April 24, 27, May 1, 4	Town Meeting



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

## READING SCHOOL COMMITTEE

Shawn Brandt Chair  
Carla Nazzaro Vice-Chair

Erin Gaffen  
Sarah McLaughlin  
Charles Robinson  
Thomas Wise

Thomas Milaschewski, Ed.D.  
Superintendent of Schools

TO: Reading School Committee  
FROM: Shawn Brandt, Reading School Committee Chair  
DATE: November 1, 2022  
TOPIC: Policies JFABE and JFABF

At our meeting on 11/3, Policy Subcommittee Chair Wise will present for a first reading policies JFABE and JFABF. Policy JFABE pertains to Educational Opportunities for Military Children. Policy JFABF pertains to Educational Opportunities for Children in Foster Care.

Both are based on model policies provided by the MASC, and have been reviewed by our legal counsel. The versions that follow in the packet are post-legal review.

The original model policies are available via the MASC website:

<https://z2policy.ctspublish.com/masc/browse/masterset/master/JFABE>

<https://z2policy.ctspublish.com/masc/browse/masterset/master/JFABF>

As these are based on model policies and not being crafted by our own Committee, in discussion with Mr. Wise we have opted to bypass a subcommittee review and move directly to a first reading by the full Committee. We anticipate a second reading and potential adoption of these policies at our next regular meeting.



## EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

### Definitions

**Children of military families:** ~~School-aged~~ children, enrolled in kindergarten through 12th grade, ~~or eligible students with disabilities enrolled in pre-K or up to age 22 pursuant to applicable federal and state special education laws~~ in the household of an ~~active-duty~~ member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

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**Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor the placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement

of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing a subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- In compliance with federal law, the District will provide special education students with a Free and Appropriate Public Education and services comparable with those in the existing out-of-state IEP until the District determines eligibility, and, if found eligible, develops a new IEP. The District will also provide reasonable accommodations to any student requiring such under federal and/or state law.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

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**Deleted:** In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.

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LEGAL REFS: M.G. L. [15E](#);  
Interstate Compact on Educational Opportunity for Military Children  
[34 CFR 1414 \(d\)\(2\)\(C\)\(i\)\(II\)](#)

SOURCE: MASC October 2019

## EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and well-being, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

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Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin unless, after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

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The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with [Department of Children and Families \(DCF\)](#) to ensure that students can access transportation and the other services to which they may be entitled.

### Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family, and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach an agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek a review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

### Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from the foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

### **Immediate Enrollment**

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students, families, and DCF should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

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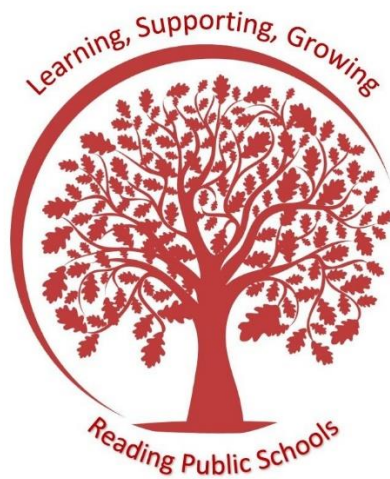
Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS:       Every Student Succeeds Act (ESSA);  
                      Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering  
                      Connections Act)

SOURCE: MASC October 2019

**Reading Public Schools  
School Committee Meeting Packet**

**November 3, 2022**



**Correspondence**

## Brown, Susan

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**From:** kiril daskalov <kiril\_daskalov@yahoo.com>  
**Sent:** Wednesday, October 19, 2022 10:22 PM  
**To:** Brown, Susan; Milaschewski, Thomas; Brandt, Shawn  
**Subject:** Re: Ideologies in the school environment  
**Attachments:** Policy\_I\_Instruction\_IA-IMG\_2\_8 (4).pdf

Dear Mr. Brandt,

Thank you for the prompt and detailed reply!  
I truly appreciate the understanding and the effort in writing it!

It is true, that I prefer the objective sciences.  
They cannot be subjected to political activism and ideologies.  
I certainly do not have anything against studying literature or history.  
Literature is beautiful. History is a source of wisdom (as long as it is not getting rewritten by those in power).

All I want is for my kids to be able to freely express their views.  
Something that I could not do as a child in my own country.  
And I wholeheartedly appreciate, that I can do it now.  
I believe - the autocratic political system in this state is not good for anyone.

Thank you again for your email and understanding!

Regards,  
Kiril

On Wednesday, October 19, 2022 at 10:28:15 AM EDT, Brandt, Shawn <shawn.brandt@reading.k12.ma.us> wrote:

Mr. Daskalov,

Thank you for your message. I think the committee broadly agrees with your premise that students should feel safe to possess and share a wide range of viewpoints, and I'm sorry if your son had an experience not consistent with that expectation. The School Committee actually has a policy, policy IMB, which was revised and approved in March of 2021, addressing this issue. I've attached the relevant section of our policy manual for reference.

Policy IMB makes clear that we expect all learning environments at RPS to allow for diversity of thought and to both encourage students to participate as well as help teach students how to respectfully disagree. This section of the policy in particular seems relevant to your concerns:

"Teachers must ensure that the reasoned arguments of all sides of an issue are given appropriate and fair presentation and emphasis in classroom discussions. Teachers will actively encourage students to participate and share their viewpoint in class discussions by creating supportive and respectful environments."

If your son is still in the same building and the issue is lingering on your mind, I would encourage you to reach out to the teacher or the building principal to address those concerns directly. Going forward, please do encourage your son to participate in respectful debate, and know that our staff are expected to support that per our policy. As a father of a nine-year-old myself, I recognize that kids at this age often have strongly held

opinions they've picked up from us without the ability to respect and appreciate that other people may have honest differences that don't make them objectively "wrong" or a bad person.

I do want to address one point in your note which I think is in direct conflict with the Massachusetts state curriculum frameworks. We aren't able to teach only the "objective sciences" as you've detailed. Literature and history, for example, will very likely raise issues that generate classroom discussion where differing viewpoints may be shared. We have a state-mandated civics curriculum, so discussions about our model of government and it's pros and cons are probably unavoidable for kids starting to learn more about the world around them and the society in which we all operate. All of this context makes it doubly important, as you rightfully point out, that your kids should be able to freely express their views and opinions as any other student would. Please know that School Committee policies support that belief, and don't hesitate to reach out to your kids' teachers or building principals should you see evidence to the contrary.

I am happy to discuss further if you'd like, particularly as it pertains to the policy aspect. I'm sure Dr. Milaschewski would be happy to do so as well.

Best,  
Shawn Brandt  
School Committee Chair

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**From:** kiril daskalov <kiril\_daskalov@yahoo.com>  
**Sent:** Wednesday, October 19, 2022 1:28 AM  
**To:** DG School Committee <SchoolCommittee@reading.k12.ma.us>; Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>; Brown, Susan <Susan.Brown@reading.k12.ma.us>  
**Subject:** Ideologies in the school environment

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

To: Reading School Committee

From: Kiril Daskalov  
65 Martin Rd.  
Reading, MA, 01867

Dear Committee members,

I am Kiril Daskalov, a father of two students in the Reading School District. I would like to express my disagreement with the extent of the ideology driven education in the Reading public Schools. More specifically - these are the socialist, and related ideologies, embedded in the school environment and programs. I had no plans to write about this , but this issue appears to be much worse than I had expected.

My family and I are immigrants from Bulgaria . Bulgaria is a former communist country in Eastern Europe. I grew up during the poverty and the political autocracy of the communist party regime. As a result - my political views are conservative , with traditional values established during the more than 1300 years history of my country. I believe in a free market economy and political and above all individual freedom.

Two years ago, one afternoon, when my wife picked our older son from school - he was very upset and crying. He was 9 years old at the time. During the day at school - he had expressed some conservative political views, he had heard from me. Which resulted in being shamed , ridiculed and what not, by his classmates. A 9 years old kid being shamed and vilified for merely repeating the words of his own father.

As I've noted above - I had no plans to write about this at all. Until two days ago, while talking with my son about school, he mentioned that he never dares to talk about anything even remotely political with his friends at school. He fears that he will be shamed and ridiculed again. Which prompted me to write this letter.

As someone who grew up in a country under a communist party regime. I can see, that here in the state of Massachusetts there is a de facto autocratic - i.e. single political party rule as well. One political party which imposes its ideologies on everyone, including the kids at school.

I want my sons to study mathematics , physics , biology , geography , etc. objective sciences.  
I do not want my kids to be brainwashed with communist , socialist or any other ideologies for that matter.  
Or vice versa - if ideologies will be thought at school - then the students should hear all aspects.  
How the communist ideology with the ultimate equality - actually brought tyranny and poverty to the people in Eastern Europe.  
How its derivative - the socialist ideology , brought inflation and unemployment in Western Europe.  
How the environmentalist ideology brought energy (electricity, gas, etc.) shortages throughout the entire Europe.  
And how nowadays the European countries are moving away from these ideologies, and towards the traditional human values.

Regardless of which approach you will take - I want my kids to be able to freely express their views and opinions.  
I do not want my kids to fear of getting canceled or vilified for being themselves.

Regards,  
Kiril Daskalov



**Brown, Susan**

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**From:** Frederick Van Magness <fvanmagness@gmail.com>  
**Sent:** Monday, October 31, 2022 8:13 AM  
**To:** DG School Committee  
**Subject:** Sweeney Brothers Home for Funerals, Inc. | George J. Shannon, age 76  
**Attachments:** WebPage.pdf

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

Former Reading School Committee member.....maybe it should ne noted in public comment at the next meeting.

> <https://thesweeneybrothers.com/obituary/george-j-shannon-age-76/>  
>

# George J. Shannon, age 76

George J. Shannon, age 76, of Quincy, formerly of Reading, died peacefully, Saturday, October 22, 2022, at the Brockton VA Medical Center, in the comfort of his loving family.

George was born in Somerville, to the late Hugh and Anne (Coldewy) Shannon. Raised and educated in Somerville, he was a graduate of Somerville High School, Class of 1963. He earned his Bachelor's degree from Northeastern University, Class of 1968.

George was a Reading resident for over forty years, where he was proud to have served as a member of Town Meeting as well as on the Reading School Committee, where he also served as chairman.

George honorably served his country in the United States Army during the Vietnam War. He began his professional career as an underwriter in the insurance industry for many years. He ended his career as a letter carrier for the United States Postal Service, primarily serving Woburn, and retired in 2010.

He was an avid collector of trains and political memorabilia, spending many weekends at various antique shows. He was a voracious reader, and always had a mystery or historical non-fiction book on hand. George loved a good debate.

Devoted father of Michael Hugh Shannon, M.D. of Olympia, Wash., and Heather Shannon Grant and her husband Mike of Quincy. Loving grandfather of Liam Cheng Shannon of Olympia, Wash. Dear brother of Gerard Shannon of Eastpoint, Fla., Katherine Shannon of Anacortes, Wash., and the late Hugh Shannon (Judith Shannon of The Villages, Fla.). Dear friend of Phyllis Sinclair and Robert Sylvester. George is also survived by his wonderful nieces and nephew, including his goddaughter, Kara Shannon.

Husband of Judith (Trigledas) Shannon.

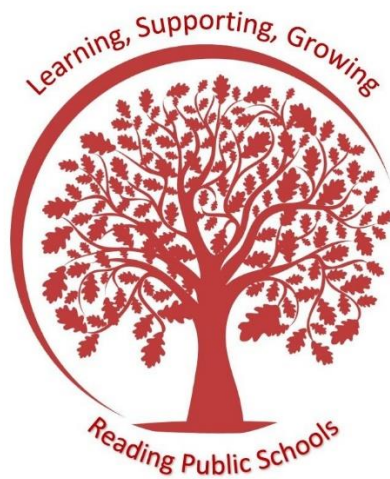
Funeral Services will be conducted at the Sweeney Brothers Home for Funerals, 1 Independence Avenue, Quincy, on Saturday, November 5, at 10 a.m. Relatives and friends are invited to attend. Memorial Visitation at the funeral home prior to the service from 9 – 10 a.m. Interment, with military honors, at Mount Wollaston Cemetery, Quincy.

In lieu of flowers, donations in George's memory may be made to the New England Shelter for Homeless Veterans, 17 Court Street, Boston, MA 02108 or [www.nechv.org](http://www.nechv.org).

George's children are forever grateful to Carmen Pérez at Silvercrest Retirement Home in Taunton, as well as the entire team at the Brockton VA Hospice Unit, for the exceptional and compassionate care provided to George.

**Reading Public Schools  
School Committee Meeting Packet**

**November 3, 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 & Discussion	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	Recognition of National Merit recipients Introduction of RMHS Student Advisory Committee Entry Updates Review and Approve RMHS Handbook Assign Voting Delegate(s) for MASS / MASC Joint Conference 2022 MCAS Results Overview and Discussion District Improvement Plan Review October Enrollment Update Town / School Agreement related to End of Year Report, vote on revisions FY22 EOY Financial Summary and budget transfers	Administration Administration Principals Gallegos, Rubino, Schwartz; RISE Director Dr. King Administration School Committee Administration Administration Administration Administration Administration
	10/10/2022	Columbus Day	
	10/13/2022	No Meeting Planned	
	10/20/2022	Personnel Update Review and Approve District Improvement Plan Updates (A) Introduce and Discuss Draft Superintendent Goals Student Advisory Committee Approach Discussion and Liaison Assignment Special Education Program Reviews Assign Liaison to Symonds Way Exploratory Committee	Administration Administration Administration School Committee Administration School Committee
	10/26/2022	School Committee Posted to Attend Financial Forum	Finance Committee
10/27/2022	No Meeting Planned		

SY22-23 School Committee Calendar

Month	Date	Topic	Presenter(s)
November Social Media Coordinators - Tom Wise & Chuck Robinson			
	11/3/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	11/7/2022	No Meeting Planned	
November	11/10/2022	Veteran's Day	
	11/14/2022	Town Meeting	
	11/17/2022	Town Meeting	
	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		
January	1/12/2023	(Placeholder) FY24 Budget Night 2	Administration & School Committee
	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
March	3/6/2023		
	3/9/2023		
	3/13/2023		
	3/16/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	3/20/2023		
	3/23/2023		
	3/27/2023		

SY22-23 School Committee Calendar

Month	Date	Topic	Presenter(s)
	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	
	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		
June	6/4/2023	RMHS Graduation	
	6/5/2023		
	6/8/2023	(Placeholder) School Committee Meeting	Administration & School Committee
	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	