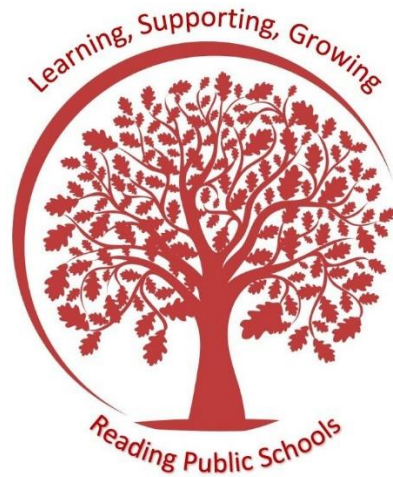


**Reading Public Schools
School Committee Meeting Packet**

December 1, 2022



Open Session 7:00 p.m.

RMHS Schettini Library



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2022-12-01

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.	B.	Public Comment Consent Agenda 1. Minutes (11-03-2022) 2. Minutes (11-17-2022) 3. Varsity Volleyball Donation 4. Pegasus Springs Foundation Donation to Parker 5. RMHS Ski Club Pat's Peak Field Trip 6. Killam PTO Donation 7. RMHS HBCU Tour 8. RMHS Boys Soccer Donation 9. Wrestling Tournament Field Trip 10. David B Libby Scholarship Donation 11. Coolidge & Parker Montreal Field Trip Reports 1. Student 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Director of Finance and Operations 5. Superintendent 6. Liaison/Sub-Committee
7:30 p.m.	D.	Old Business 1. Review and Approve Updated SY22-23 District Calendar – HS Graduation (A) 2. Second Reading of Policy JFABE – “Educational Opportunities for Military Children” 3. Second Reading of Policy JFABF – “Educational Opportunities for Children in Foster Care”

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

7:40 p.m.	E.	New Business 1. Review and Approve School Improvement Plans – Elementary and Middle Schools (A) 2. STEM Curriculum Update 3. Discuss and Vote on Revocation of Policy JHBA – “Skip Days” (A) 4. First Reading of Policy JE – “Student Attendance” 5. First Reading of Policy JH – “Student Absences and Excuses” 6. First Reading of Policy JFBAD – “Homeless Students: Enrollment Rights and Services” 7. First Reading of Policy EFDA – “Unpaid Meal Charge Policy” 8. Discuss Social Media Liaison Approach – Revolving Assignment vs. Fixed Liaison Assignment
	F.	Information / Correspondence 1.
10:00 p.m.		Adjourn

**Times are approximate

Join Zoom Meeting

<https://readingpsma.zoom.us/j/83657021146> Meeting ID: 836 5702 1146

One tap mobile

+16469313860,,83657021146# US

+13017158592,,83657021146# US (Washington DC)

**Reading Public Schools
School Committee Meeting Packet**

December 1, 2022



Consent Agenda



Town of Reading Meeting Minutes

Board – Committee – Commission – Council:

School Committee

Date: November 3, 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. Sarah Hardy, Susan Botta, Jayda Hayes

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

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

Mr. Brandt reviewed the evenings agenda.

Innovation Pathways – Ms. Jessica Callanan presented on the new program through DESE - Innovation Pathways for RMHS. The presentation in its entirety is available in the packet.

2. Public Comment – no public comment

Consent Agenda -Ms. Nazzaro motioned to approve consent agenda, seconded by Mr. Wise.
One correction, Allison Wright should be included in attendees list. Motion passed 6-0 as amended.

Reports:

1. Ms. Hayes reported that RMHS recently closed the first quarter on Wednesday, report cards will be out shortly, entering a slower month at school. Fall athletics playoff season has begun, Field Hockey, Football and Soccer and Volleyball and Swimming. Robotics will be presenting next week at RMHS and everyone is looking forward to that.
2. Dr. Hardy presented on mentoring program, we are trying to provide PD and training for new faculty members, there is a week-long introduction program in the summer just before schools starts, and another on-going program is the mentor program where a mentor is assigned and then they continue meeting regularly during the school year. A new program for year 2 staff is Mentor Cohorts, they meet regularly and assist with PD, this is a requirement for licensing, 50 hours of mentoring. Another new element is staff development series, it will provide a space to develop relationships and receive training. The last meeting we had was developing high quality relationships with families in the community. We collect feedback to ensure that we are covering everyone's needs.

A new assessment system has been launched at the middle school level to assess reading and math in grades 6, 7, 8. There are lessons being learned in streamlining and implementation and we are assessing how this new system is working, to learn the new platform and then we can assess the data.

Discussion and questions from the committee.

3. Ms. Bottan – reported on the Killam Elementary School tours, prior to the Town Meeting surrounding warrant article 7 and the MSBA Project.
4. Dr. Milaschewski congratulated to Monica Acker who is launching her first children’s book “Brave Like Mom” she is a tutor at Wood End and thank you to Tom Wise for moderating the MASC conference as well.
5. Mr. Robinson reported on the RECC committee to vote on the requests on the pickle ball community to line the various tennis courts in town, the committee voted to not line Bancroft Courts, and to use chalk lines on Washington Street Tennis Courts.

Coalition met and heard a report on the work being done in the schools with the community.

The Hal Croft Track event has been posted and will be Friday November 11 immediately following the Veteran’s Day presentation in the front of the RMHS main entrance. The track dedication will be at the Track.

6. Ms. McLaughlin presented on the RCTV committee open house and ice cream social.
7. Ms. Gaffen reported that SEPAC will meet next week and that she had an opportunity to attend Reading Reflects with Lt. Silva and Dr. Chatterjee, it was a nice opportunity to learn about their roles in the community and about them. There will be more events in the future.
8. Mr. Wise attended the financial forum, final presentation to the ARPA committee after the Select Board meeting, all funds have been approved. There was a presentation regarding seniors in the town being involved in the schools. There was a lot of time discussing the Killam project as well, discussing how to present to the town.
9. Ms. Nazzaro attended the Reading Reflects event, it was a great event with about 60 attendees.

The Joshua Eaton presentation with the singing state trooper for Veteran’s Day it was a great event. The school really presented a wonderful program with the Veterans.

10. Mr. Brandt also attended the JE event it was a fantastic event. There were about 25 -30 veterans it was wonderful.

D. Superintendent Goals –

1. Dr. Milaschewski presented on his goals for the 2022-2023 school year, the presentation in its entirety is available in the packet.

Questions and comments from the committee.

Ms. Nazzaro motioned to approve the Superintendent's Goals for the school year 2022-2023, seconded by Mr. Robinson, vote passed 6-0.

2. Budget Process – Ms. Bottan requested that we review the goals for the FY 24 budget process. Some discussion and questions from the committee. Further details and budge timeline is found in the packet.

3. School Committee policy - JFABE – Educational opportunities for military children

Ms. Gaffin motioned to waive the reading of the policy, seconded by Ms. McLaughlin. Vote passed 6-0.

Some discussion and questions from the committee.

Policy JFABF pertains to educational opportunities for Children in Foster Care.

Ms. Gaffen motioned to waive the reading of the policy, seconded by Ms. McLaughlin vote passed 6-0.

Some discussion and questions from the committee

Once approved the policy in its entirety in the School Committee Handbook.

Ms. Nazzaro motioned to move to executive session seconded by Ms. Gaffen, Roll Call vote – Mr. Robinson, Ms. Gaffen, Ms. McLaughlin, Mr. Wise, Ms. Nazzaro, Mr. Brandt.

Mr. Brandt called the open session back to order at 10:21 PM

E. New Business

5. Hold public vote on pursuit of potential litigation, the district was approached with the opportunity to join a mass action against Juul Labs, the makers of the Juul vaping device.

Ms. Nazzaro motioned to direct the superintendent not to join the mass action lawsuit against Jewel Labs, seconded by Mr. Wise, Vote carried 6-0.

Mr. Wise made a motion to adjourn the meeting, seconded by Ms. Gaffen, vote passed 6-0.

Meeting adjourned at 10:23 pm

<https://youtu.be/Zn63KQ1IUgA>



Town of Reading Meeting Minutes

Board – Committee – Commission – Council:

School Committee

Date: November 17, 2022

Time: 6:45 PM

Building: Reading Memorial High School

Location: Library

Address: 62 Oakland Road, Reading, MA

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

Others Present: N/A

Minutes Respectfully submitted by: Shawn Brandt

Call to Order - Mr. Brandt called the meeting to order at 6:45 PM

Mr. Brandt provided an overview of the need for this additional meeting – in order to meet a deadline to provide a letter of support for the Town’s Safe Routes to School grant application.

Mr. Brandt also provided a brief summary of the specific road and safety improvements being proposed in the area of the Birch Meadow complex.

Ms. Nazzaro motioned to support the town’s Safe Routes to School grant application. Seconded by Mr. Wise, vote passed 6-0.

Members signed a letter which was provided to Town Manager Fidel Maltez.

Ms. McLaughlin made a motion to adjourn, seconded by Mr. Robinson, vote passed 6-0.

Meeting adjourned at 6:51 PM.

November 1, 2022

Dear School Committee,

Please accept this donation of \$2,500 to support a varsity volleyball coaching assistant for the 2022 season.

Sincerely,

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

Michele Farrell

Reading Volleyball Parent Organization

18 Bond St

Reading, Ma.



**Walter S. Parker
Middle School**

Memo

To: School Committee
From: Rochelle Rubino
Date: November 21, 2022
Re: Donation

The Pegasus Springs Foundation has donated \$8,500.00 to Parker for support of "Sense of Belonging" school goals.

Please accept this donation.

A handwritten signature in black ink, appearing to be the initials 'RR' or a similar stylized name.



MEMORANDUM

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: November 15, 2022
Re: Donation to support "Sense of Belonging" school goals

Pegasus Springs Foundation is pleased to present you the enclosed 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.

Reading Public Schools



Field Trip Approval Form Overnight/Out of State/International

Trip Coordinator: **Daniella Speziale**

School: **RMHS** Grade(s) Attending: **9-12**

Destination: **Pat's Peak Ski Area**

Type of Trip: Overnight Out of State International

Educational Purpose of Trip:

Trip for a club. Will help students build sense of belonging with other students and teachers who share interest in ski sports.

Name of Educational Travel Organization conducting the trip (*Please attach the three quotes for the Travel Organizations considered): **N/A**

Date(s) of Trip: **12/18/2022**

Time of Departure: **7AM** Time of Return: **6PM**

Cost of Trip: **Approximately \$100 per student** Will there be fundraising? **Yes**
If yes, please attach a fundraising plan.

Club leaders will reach out to local vendors for sponsorship.
Conduct bake sales throughout the year.

No. of Students Attending: **approximately 40** No. of Teachers: **3** No. of Nurses
(licensed to practice in this state/country) **0** No. of other Adults: **0**

Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks
Yes

Transportation Required (Circle): **Bus** / Train / Boat / Plane / Private Car / Other

Name of Company(ies) Providing Transportation: **MBT World Wide Transportation**

If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? **N/A**

Departure Information (location and carrier): **RMHS parking lot/MBT bus**

Return Trip Information (location and carrier): **RMHS parking lot/MBT bus**

Food and Lodging (if applicable) will be provided by (*Please include if the Educational Travel Company is requiring security on each floor of the lodging):

Students will be responsible for bringing food or money to purchase food at lodge.

Will there be students participating in the trips who have food allergies? **Do not know yet, I plan to send school nurse the list of students attending to determine if any students have food allergies.**

Yes: ____ No: ____

If so, I have verified that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options. Yes: ____ No: ____

N/A

Address and Phone No. of Lodging (if applicable):N/A

Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?

Yes No N/A

If yes, attach a copy of the policy. (*The venue will want a Certification of Insurance from RPS, which the advisor needs to request through the Town, attn Jayne Wellman.)

Attached

If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes No N/A

Please describe below the educational alternative for those students who will not be attending the trip.

N/A this is for a club

Please describe the accommodations/transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?

No students need accommodations at this time. The trip is open to all RMHS students interested in skiing/snowboarding/snow tubing. Pat's Peak offers lessons that students can schedule as well as rentals.

Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?

Not at this time. Will consult with school nurse if students with medical needs sign up for the trip

Do any students require the administration of prescription medication during the trip?

Not at this time. Will consult with school nurse if students that require administration of prescription medication during the trip.

If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)? **Students will be responsible for administering their own medication.**

If you are in a location that does not have cell service, what is the plan for contacting emergency services?

Cell service and phone service is available at the location.

Please describe the process that will be used to determine student eligibility for the trip.
Students sign up on a first come first serve basis.

Please attach the following to this document:

- a. A detailed itinerary of the trip
- b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50.

To access the forms, go to

<https://www.mass.gov/service-details/public-school-teacher-faqs-on-the-conflict-of-interest-law> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.

- c. A copy of any contract associated with the field trip.

No finalized contract at this time

- d. A list of all adults who will be chaperoning the field trip.

Daniella Speziale

Kevin Tracey

Trey Skehan

Kent Hatton

The Following Section is for Out of Country Field Trips Only

Are there any current travel warnings or advisories issued by the State Department?

Please go to www.cdc.gov or www.travel.state.gov .

Yes No

If yes, please explain: _____

Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?

Yes No

Copies of all students' passports shall be maintained by the Trip Coordinator.

At least one staff member accompanying the students must have a phone number with international service.

Name of Staff Member: N/A

Telephone Number: N/A

=====

To be completed by Reading Public School Administration:

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

APPROVED Kathleen Buckley DATE 11/16/22
Principal (For All Field Trips)

APPROVED Director of Health Services DATE _____
School Nurse (For All Field Trips)

APPROVED Sam Hasky DATE 11-17-22
Assistant Superintendent of Schools for Student Services

APPROVED [Signature] DATE 11/16/22
Assistant Superintendent of Schools for Teaching & Learning

APPROVED Wally Bunnian DATE 11/15/22
Director of Health Services

APPROVED [Signature] DATE 11/22/22
Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

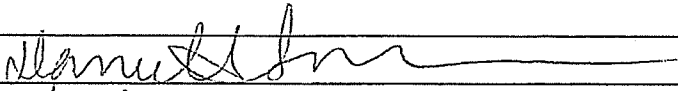
=====

School Committee Approval Date (For Overnight, Out of State, and International Field Trips) _____

Conditionally approved- pending
list of specific students attending
& the required accommodations & medical
needs.

**DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST
AND DETERMINATION BY APPOINTING AUTHORITY
AS REQUIRED BY G. L. c. 268A, § 19**

	MUNICIPAL EMPLOYEE INFORMATION
Name:	Daniella Speziale
Title or Position:	Math Teacher
Municipal Agency:	Reading Public Schools, RMHS
Agency Address:	62 Oakland Rd Reading, MA 01867
Office Phone:	781-944-8200
Office E-mail:	daniella.speziale@reading-12.ma.us
	My duties require me to participate in a particular matter, and I may not participate because of a financial interest that I am disclosing here. I request a determination from my appointing authority about how I should proceed.
	PARTICULAR MATTER
Particular matter E.g., a judicial or other proceeding, application, submission, request for a ruling or other determination, contract, claim, controversy, charge, accusation, arrest, decision, determination, or finding.	Serving as a chaperone to supervise students at the Ski Club trip on 12/18/22
Your required participation in the particular matter: E.g., approval, disapproval, decision, recommendation, rendering advice, investigation, other.	Supervising students
	FINANCIAL INTEREST IN THE PARTICULAR MATTER
Write an X by all that apply.	<input checked="" type="checkbox"/> I have a financial interest in the matter. <input type="checkbox"/> My immediate family member has a financial interest in the matter. <input type="checkbox"/> My business partner has a financial interest in the matter. <input type="checkbox"/> I am an officer, director, trustee, partner or employee of a business organization, and the business organization has a financial interest in the matter. <input type="checkbox"/> I am negotiating or have made an arrangement concerning future employment with a person or organization, and the person or organization has a financial interest in the matter.
Financial interest	Please explain the financial interest and include a dollar amount if you know it.

in the matter	The ski area provides a complimentary lift ticket for every 15 students. The cost of the lift ticket is \$67 per student. The cost of transportation is approximately \$50 per person.
Employee signature:	
Date:	11/15/2022

DETERMINATION BY APPOINTING OFFICIAL

APPOINTING AUTHORITY INFORMATION	
Name of Appointing Authority:	
Title or Position:	
Agency/Department:	
Agency Address:	
Office Phone:	
Office E-mail	
DETERMINATION	
Determination by appointing authority:	As appointing official, as required by G.L. c. 268A, § 19, I have reviewed the particular matter and the financial interest identified above by a municipal employee. I have determined that the financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.
Appointing Authority signature:	
Date:	
Comment:	

Attach additional pages if necessary.

The appointing authority shall keep this Disclosure and Determination as a public record.

**DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST
AND DETERMINATION BY APPOINTING AUTHORITY
AS REQUIRED BY G. L. c. 268A, § 19**

MUNICIPAL EMPLOYEE INFORMATION	
Name:	<i>Kent Hutton</i>
Title or Position:	<i>Teacher</i>
Municipal Agency:	Reading Public Schools, RMHS
Agency Address:	62 Oakland Rd Reading, MA 01867
Office Phone:	781-944-8200
Office E-mail:	
	My duties require me to participate in a particular matter, and I may not participate because of a financial interest that I am disclosing here. I request a determination from my appointing authority about how I should proceed.
PARTICULAR MATTER	
Particular matter E.g., a judicial or other proceeding, application, submission, request for a ruling or other determination, contract, claim, controversy, charge, accusation, arrest, decision, determination, or finding.	Serving as a chaperone to supervise students at the Ski Club trip on 12/18/22
Your required participation in the particular matter: E.g., approval, disapproval, decision, recommendation, rendering advice, investigation, other.	Supervising students
FINANCIAL INTEREST IN THE PARTICULAR MATTER	
Write an X by all that apply.	<input checked="" type="checkbox"/> I have a financial interest in the matter. <input type="checkbox"/> My immediate family member has a financial interest in the matter. <input type="checkbox"/> My business partner has a financial interest in the matter. <input type="checkbox"/> I am an officer, director, trustee, partner or employee of a business organization, and the business organization has a financial interest in the matter. <input type="checkbox"/> I am negotiating or have made an arrangement concerning future employment with a person or organization, and the person or organization has a financial interest in the matter.
Financial interest	Please explain the financial interest and include a dollar amount if you know it.

in the matter	The ski area provides a complimentary lift ticket for every 15 students. The cost of the lift ticket is \$67 per student. The cost of transportation is approximately \$50 per person.
Employee signature:	<i>YCA [Signature]</i>
Date:	11/16/22

DETERMINATION BY APPOINTING OFFICIAL

	APPOINTING AUTHORITY INFORMATION
Name of Appointing Authority:	
Title or Position:	
Agency/Department:	
Agency Address:	
Office Phone:	
Office E-mail	
	DETERMINATION
Determination by appointing authority:	As appointing official, as required by G.L. c. 268A, § 19, I have reviewed the particular matter and the financial interest identified above by a municipal employee. I have determined that the financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.
Appointing Authority signature:	
Date:	
Comment:	

Attach additional pages if necessary.

The appointing authority shall keep this Disclosure and Determination as a public record.

a. A detailed itinerary of the trip

7AM: Meet in the teachers parking lot and board the bus

7:30AM: Leave from the high school

9AM: Arrive at the mountain and pick up ski passes and rentals

3:30PM: Meet back at the bus

4PM: Leave the mountain

5:30PM: Arrive back at the high school

b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50.

To access the forms, go to

<https://www.mass.gov/service-details/public-school-teacher-faqs-on-the-conflict-of-interest-law>
and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.

c. A copy of any contract associated with the field trip.

None at this time.

d. A list of all adults who will be chaperoning the field trip.

Daniella Speziale (club advisor)

Kent Hatton

MIIA PROPERTY AND CASUALTY GROUP, INC.

CERTIFICATE OF INSURANCE

DATE(MM/DD/YYYY)
07/01/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE CONTRACTS BELOW.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the contract(s) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

INSURED Town of Reading Town Hall, 16 Lowell Street Reading, MA 01867	PRODUCER MIIA Member Services Department 530, P.O. Box 4106 Woburn, MA 01888-4106
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COVERAGES **CERTIFICATE NUMBER: 37** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT CONTRACTS OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE CONTRACT PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE CONTRACTS DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS, AND CONDITIONS OF SUCH CONTRACTS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	CONTRACT NUMBER	CONTRACT EFF (MM/DD/YYYY)	CONTRACT EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <hr/> GEN'L AGGREGATE LIMIT APPLIES PER LOCATION		REA00214-04-22	07/01/2022	07/01/2023	Each Occurrence	\$1,000,000
						Damage To Rented Premises (Ea occurrence)	\$100,000
						Med Exp (Any one person)	\$15,000
						Personal & Adv Injury	\$1,000,000
						General Aggregate	\$3,000,000
						Products - Comp/Op Agg	\$3,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTIONS <input type="checkbox"/> OCCUR CLAIMS-MADE						
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER INCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

EVIDENCE OF INSURANCE FOR USE OF THE FACILITIES BY THE READING HIGH SCHOOL SKI CLUB

CERTIFICATE HOLDER	CANCELLATION
PATS PEAK SKI AREA HENNIKER, NH	SHOULD ANY OF THE ABOVE DESCRIBED CONTRACTS BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE COMPANY, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE

Student Name	Permission Slip	Medical Accommodation?	How will accommodate?
Will Muller	Y	No	
Carlone Gallegos	Y	No	
Charlotte Gallot	Y	No	
Joelle Chang	Y	No	
Jessica Wong	Y	No	
Leo Gosdarian	Y	No	
Noah Young	Y	Yes	As discussed with Mary Giuliana, will send parent email with information and website of Pat's Peak food offerings, and remind to have student bring epipen to trip.
Andrew Spencer	Y	No	
Cal Hurley	Y	No	
Christopher Barbato	Y	No	
Duncan O'Mara	Y	No	
Nicholas Austin	Y	No	
Natalie Austin	Y	No	

Student List to date (11/21/2022)
 for ski trip to Pat's Peak 12/18/2022

Reading Public Schools

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



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

To: Reading School Committee
From: Susan Bottan, Director of Finance and Operations
Date: December 1, 2022
Re: School Committee Vote to Accept Donation for Killam Elementary School

The Killam Parent Teacher Organization would like to donate \$12,599 in funding to support the purchase of new classroom rugs.

Thank you.

Reading Public Schools



Field Trip Approval Form Overnight/Out of State/International

Trip Coordinator: Kurtis Martin

School: RMHS Grade(s) Attending: 9-12

Destination: Atlanta

Type of Trip: Overnight Out of State International

Educational Purpose of Trip:
HBCU College tour.

Name of Educational Travel Organization conducting the trip (*Please attach the three quotes for the Travel Organizations considered):
None

Date(s) of Trip: 4/10/22 - 4/14/22
Time of Departure: 7:20am Time of Return: 11:05am

Cost of Trip: \$35,000 Will there be fundraising? No
If yes, please attach a fundraising plan.

No. of Students Attending: 30 No. of Teachers: 5 No. of Nurses (licensed to practice in this state/country) 0
No. of other Adults: _____

Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks Yes

Transportation Required (Circle): Bus / Train / Boat / Plane / Private Car / Other

Name of Company(ies) Providing Transportation: Jet Blue / Van Rental

If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? _____

Departure Information (location and carrier): Logan - Jet Blue

Return Trip Information (location and carrier): Handsfield-Jackson Atlanta
Jet Blue 11:05

Food and Lodging (if applicable) will be provided by (*Please include if the Educational Travel Company is requiring security on each floor of the lodging):

Will there be students participating in the trips who have food allergies?

Yes: No:

If so, I have verified that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options. Yes: No:

Students will be provided with restaurant menu prior.

Address and Phone No. of Lodging (if applicable): 3092 Piedmont Rd NE
Atlanta, GA, 30305

Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?

Yes No N/A

If yes, attach a copy of the policy. (*The venue will want a Certification of Insurance from RPS, which the advisor needs to request through the Town, attn Jayne Wellman.)

If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes No N/A

Please describe below the educational alternative for those students who will not be attending the trip.

N/A

Please describe the accommodations/transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?

~~N/A~~ Any student with a disability that wants to attend will be accommodated

Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?

FOOD allergies - Students will bring epipens, menus will be provided

Do any students require the administration of prescription medication during the trip?

per epipens

If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)? Student will administer their medication

if needed.

If you are in a location that does not have cell service, what is the plan for contacting emergency services?

N/A

Please describe the process that will be used to determine student eligibility for the trip.

Students will be emailed with a flyer to sign up. Students will be accepted on a first come first serve basis.

Please attach the following to this document:

- a. A detailed itinerary of the trip
- b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. To access the forms, go to <https://www.mass.gov/service-details/public-school-teacher-faqs-on-the-conflict-of-interest-law> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.
- c. A copy of any contract associated with the field trip.
- d. A list of all adults who will be chaperoning the field trip.

The Following Section is for Out of Country Field Trips Only

Are there any current travel warnings or advisories issued by the State Department?

Please go to www.cdc.gov or www.travel.state.gov .

Yes No

If yes, please explain: _____

Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?

Yes No

Copies of all students' passports shall be maintained by the Trip Coordinator.

At least one staff member accompanying the students must have a phone number with international service.

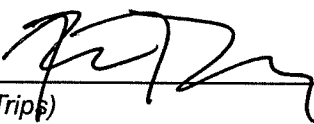
Name of Staff Member: Kurtis Martin

Telephone Number: 617-224-8032

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To be completed by Reading Public School Administration:

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

APPROVED 
Principal (For All Field Trips)

DATE 11/28/22

APPROVED Mary M. Ombiano
School Nurse (For All Field Trips)

DATE 11/28/22

APPROVED 
Assistant Superintendent of Schools for Student Services

DATE 11/28/22

APPROVED 
Assistant Superintendent of Schools for Teaching & Learning

DATE 11-29-22

APPROVED Mary Ombiano
Director of Health Services

DATE 11/28/22

APPROVED 
Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

DATE 11/29/22

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School Committee Approval Date (For Overnight, Out of State, and International Field Trips) _____

**DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST
AND DETERMINATION BY APPOINTING AUTHORITY
AS REQUIRED BY G. L. c. 268A, § 19**

MUNICIPAL EMPLOYEE INFORMATION	
Name:	Kurtis Martin
Title or Position:	METCO Director
Municipal Agency:	Reading Public Schools
Agency Address:	82 Oakland Rd Reading, Ma
Office Phone:	781-944-8200
Office E-mail:	Kurtis.Martin@reading.k12.ma.us
	My duties require me to participate in a particular matter, and I may not participate because of a financial interest that I am disclosing here. I request a determination from my appointing authority about how I should proceed.
PARTICULAR MATTER	
Particular matter E.g., a judicial or other proceeding, application, submission, request for a ruling or other determination, contract, claim, controversy, charge, accusation, arrest, decision, determination, or finding.	Please describe the particular matter. School Field Trip
Your required participation in the particular matter: E.g., approval, disapproval, decision, recommendation, rendering advice, investigation, other.	Please describe the task you are required to perform with respect to the particular matter. Taking High School students to Atlanta, Ga to visit colleges
FINANCIAL INTEREST IN THE PARTICULAR MATTER	
Write an X by all that apply.	<input type="checkbox"/> I have a financial interest in the matter. <input type="checkbox"/> My immediate family member has a financial interest in the matter. <input type="checkbox"/> My business partner has a financial interest in the matter. <input type="checkbox"/> I am an officer, director, trustee, partner or employee of a business organization, and the business organization has a financial interest in the matter. <input type="checkbox"/> I am negotiating or have made an arrangement concerning future employment with a person or organization, and the person or organization has a financial interest in the matter.

Financial interest in the matter	Please explain the financial interest and include a dollar amount if you know it.
Employee signature:	<i>KA MA</i>
Date:	<i>7/29/22</i>

DETERMINATION BY APPOINTING OFFICIAL

APPOINTING AUTHORITY INFORMATION	
Name of Appointing Authority:	
Title or Position:	
Agency/Department:	
Agency Address:	
Office Phone:	
Office E-mail	
DETERMINATION	
Determination by appointing authority:	As appointing official, as required by G.L. c. 268A, § 19, I have reviewed the particular matter and the financial interest identified above by a municipal employee. I have determined that the financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.
Appointing Authority signature:	
Date:	
Comment:	

Attach additional pages if necessary.

The appointing authority shall keep this Disclosure and Determination as a public record.

Reading Public Schools

Itinerary	For Name
Trip Description	Black College Tour
Trip Goals	Tour Clark Atlanta University, Spelman College, and Morehouse College.
Trip Length	5 Day
Departure Date	04/10/23
Departure Airline	JetBlue
Departure Flight No.	1097
Departure Time	7:20am
Arrival Time	10:19am
Hotel	Fairfield By Marriot 3092 Piedmont Road Atlanta GA 30305 404-846-0900
Ground Transportation	TBD
Main Contact Name/Phone	Kurtis Martin 617-224-8032
Return Date	04/14/23
Return Airline	JetBlue
Return Flight No.	896
Return Departure Time	1:43pm

Day 1	Time	Location	Contact Name	Contact Phone
Airport Arrival	5:20am	Logan Airport	Kurtis Martin	617-224-8032
Depart	7:20am	JetBlue flight 1097	Kurtis Martin	617-224-8032
Arrive ATL	10:19am	ATL Hartsfield Airport	Kurtis Martin	617-224-8032
Hotel Check In	11:00am	Fairfield By Marriot	Kurtis Martin	617-224-8032
Group Meeting	12:30pm	Hotel Conference Room	Kurtis Martin	617-224-8032
Lunch	1:30pm	Lennox Mall Food Court	Group Leader	TBA
Hotel Check In	3:30	Fairfield By Marriot	Group Leader	TBA
Dinner	7:00pm	TBA	Group Leader	TBA
Room Check	10:00pm	Fairfield By Marriot	Group Leader	TBA

Notes/Additional Items

Everyone in their own room by 10:00pm

Day 2	Time	Location	Contact Name	Contact Phone
Breakfast	6am-8am	Fairfield By Marriot 3092 Piedmont Road Atlanta GA 30305 404-846-0900	Group Leader	TBA
Depart Hotel	9am	Fairfield	Group Leader	TBA
Tour	10am	Clark Atlanta University	Group Leader	TBA
Lunch	12:30pm	Clark Atlanta Dining Hall	Group Leader	TBA
Publix	1:30pm	Kids can buy food and snacks for room	Group Leader	TBA
Hotel Check in	3:00pm	Fairfield By Marriot	Group Leader	TBA
Depart Hotel	6:00pm	Main Event Atlanta Dinner	Group Leader	TBA
Arrive Hotel	9:30pm	Fairfield By Marriot	Group Leader	TBA
Room Check	10pm	Fairfield By Marriot	Group Leader	Enter contact phone

Notes/Additional Items

Enter Notes/Additional Items

Day 3	Time	Location	Contact Name	Contact Phone
Breakfast	6am-8am	Fairfield By Marriot	Group Leader	TBA
Morehouse	9:45am	Morehouse College (Boys only)	Group Leader	TBA
Homework and Tour reflection	11am	Fairfield By Marriot (girls only)	Group Leader	TBA
Lunch	12:30pm	Lennox Mall Food Court	Group Leader	TBA
Spelman	2:15pm	Spelman College (Girls Only)	Group Leader	TBA
Homework	2:00pm-3pm	Fairfield By Marriot (Boys Only)	Group Leader	TBA
Girls return	4:00pm	Fairfield By Marriot	Group Leader	TBA
Spelman reflection	4:30pm- 5:30pm	Fairfield By Marriot	Group Leader	TBA
Dinner	7:00pm	TBD	Group Leader	TBA
Return Hotel	8:30pm	Fairfield By Marriot	Group Leader	TBA
Room Check	10:00pm	Fairfield By Marriot	Group Leader	TBA

Notes/Additional Items

Enter Notes/Additional Items

Day 4	Time	Location	Contact Name	Contact Phone
Breakfast	6am-8am	Fairfield By Marriot	Group Leader	TBA
Morehouse	10am	Morehouse (Boys Only)	Group Leader	TBA
Lunch	12:30pm	TBA	Group Leader	TBA
Morehouse reflection	2:15pm	Fairfield By Marriot	Group Leader	TBA
Georgia Aquarium	3:30pm	3101 Cobb Pkwy SE Suite 104, Atlanta, GA	Group Leader	TBA
Dinner	7pm	TBA	Group Leader	TBA
Return Hotel	8:30pm	Fairfield By Marriot	Group Leader	TBA
Packing and cleaning rooms	8:30pm	Fairfield By Marriot	Group Leader	TBA
Room Check	10:00pm	Fairfield By Marriot	Group Leader	TBA

Notes/Additional Items

Enter Notes/Additional Items

Day 5	Time	Location	Contact Name	Contact Phone
Breakfast	6am-7:30am	Fairfield By Marriot	Group Leader	TBA
Hotel Check Out	8:00am	Fairfield By Marriot	Group Leader	TBA
Arrive at Airport	8:45	Atlanta Hartsfield	Group Leader	TBA
Depart	11:05am	Atlanta Hartsfield	Group Leader	TBA
Arrive	1:43pm	Logan Airport	Group Leader	TBA
Parent Pickup	1:50pm	Logan Airport	Group Leader	TBA

Notes/Additional Items

Enter Notes/Additional Items

Staff Chaperons

Kurtis Martin – METCO Director

Sarah Hardy – Assistant Superintendent

Kathleen Buckley – RMHS Assistant Principal

METCO Coordinator – TBD

RMHS Guidance Counselor - TBD

Fairfield[®]

BY MARRIOTT

3092 Piedmont Road
Atlanta, GA 30305
P-404-846-0900

DESCRIPTION OF GROUP

This is an agreement between **Kurtis Martin and Fairfield Inn & Suites Buckhead**

Name of Group: Reading Public School METCO Program
Contact Name: Kurtis Martin
Address: 62 Oakland Rd.
Reading, MA 01867

Phone: (617) 224-8032
E-mail Address: kurtis.martin@reading.k12.ma.us

PROGRAM DATES: 4/10-14/23

GUEST ROOM COMMITMENT and GROUP ROOM RATES

The hotel agrees that it will provide **Reading Public School METCO Program** with room nights in the pattern set forth below. The hotel would also like to confirm the following non commissionable group rates plus applicable state and local tax at time of check in. (currently 16.9%) plus 5.00 GA Hotel Fee. (Please note rooms are not currently being held, rooms are secured once we receive signed contract)

ROOM TYPE	RATE	4/10/23	4/11/23	4/12/23	4/13/23
		Monday	Tuesday	Wednesday	Thursday
(2) Queen Beds	120.00	8	8	8	8
King Bed	120.00	5	5	5	5

TOTAL GROUP ESTIMATE: 7,579.00

- Discount Bus Parking 25.00 Flat
- Complimentary breakfast
- Complimentary Wi Fi

CHECK IN / CHECK OUT

Please advise your attendees that our check-in time is 3:00 pm and check-out time is 11:00 am. Please be assured that we will make every effort to accommodate those guests arriving prior to check-in time. 72 hr. ind. Cancellation.

RESERVATION METHOD

•Reservations **Cut-Off Date: 3/18/23**

At the cut-off date, the hotel will release the unreserved rooms for general sale. Any reservations received after the cut-off date will be accepted on a space or rate available basis.

•Reservations will be made by: **Rooming List**

•Reservations will be Guaranteed By: **Credit Card OR CHECK (Checks must be received 14 days prior to arrival)**

CREDIT CARD PAYMENT: A valid credit card authorization form may be submitted in lieu of Direct Billing or Advanced Deposit. Credit card on file will be authorized 5 Business days prior to arrival. In the unlikely event the card would be declined, another method of payment must be received at that time.

FORCE MAJEURE

The performance of this Agreement by either party is subject to acts of God, government authority, disaster or other emergencies, any of which make it illegal or impossible to provide the facilities and/or services for your meeting. It is provided that this Agreement may be terminated for any one or more of such reasons by written notice from one party to the other without liability.

INSURANCE

The hotel and the Group shall obtain and maintain and provide evidence of insurance upon request in amounts sufficient to provide coverage for any liabilities, which may reasonably arise out of or result from the respective obligations pursuant to this contract.

INDEMNIFICATION

Each party hereby agrees to indemnify, defend and hold the other harmless from any loss, liability, costs or damages arising from actual or threatened claims or causes of action resulting from the gross negligence or intentional misconduct of such party or its respective officers, directors, employees, agents, contractors, members or participants (as applicable), provided that with respect to officers, directors, employees, and agents, such individuals are acting within the scope of their employment or agency, as applicable.

PROMOTIONAL CONSIDERATIONS

We have the right to review and approve any advertisements or promotional materials in connection with your function that specifically references any name or logo of the Fairfield Inn & Suites.

SECURITY

We have no insurance for and are not responsible for any loss or damage to your property. If required, in our sole judgment, or order to maintain adequate security measures in light of the size and/or nature of your function, you will provide, at your expense, security personnel supplied by a reputable licensed guard or security agency doing business in the city or county in which we are located, which agency will be subject to our prior approval. Such security personnel may not carry weapons. For the safety of persons and property, no fireworks or incendiary devices may be used indoor at the hotel. Group agrees to comply with all applicable federal, state and local laws, including health and safety codes and federal anti-terrorism laws and regulations including all provisions of the Patriot Act and regulations of the U.S. Department of Homeland Security and the Office of Foreign Assets Control. Group agrees to cooperate with Hotel and any relevant governmental authority to ensure compliance with such laws.

CANCELLATION

Hotel agrees that if the cancels the meeting it will not seek any cancellation amount as reasonable estimate of the harm the cancellation will cause the Hotel, nor will the Hotel seek additional damages.

SIGNATURE

The above arrangements have been outlined on a tentative basis. As the authorized representative of your signature on this contract shall confirm **Reading Public School METCO Program group** your agreement with our arrangements and thereby enable us to establish a room block.

This contract,exhibits attached (if any) constitute the entire agreement between parties and may not be amended or changed unless done so in a writing signed by Hotel and Group.

To confirm this contract as definite, please sign below and return copy of this contract and the appropriate credit information to our offices by 11/21/22

The undersigned represent that they are authorized to sign and enter in this contract.

We appreciate your consideration and interest in the Fairfield Inn & Suites Buckhead and are confident that we can deliver outstanding service and hospitality.

Approved and authorized by: Reading Public School _____ Approved & authorized by Fairfield Inn & Suites

Name: (Print) _Kurtis Martin _____ Name: Kelly Wilson

Title: (Print) Coordinator _____ Title: Director or Sales

Signature: _____

Signature: _____

Date: _____

Date: _____

JetBlue Airways Domestic Group Booking Terms

JetBlue Groups Itinerary QLVVMA: Group Reading Public Schools METCO

Thank you for choosing JetBlue for your group travel! JetBlue looks forward to welcoming your group onboard. This agreement (the "Agreement") is entered into between the group indicated on the signature page below ("you" or "your") and JetBlue Airways Corporation ("JetBlue") and contains the JetBlue Group Terms (the "Group Terms") along with schedule of fares, including relevant date/time information, route information, restrictions and other pertinent information as set out on the signature page below. Please review, sign, and fax the executed copy of this Agreement to JetBlue at +1-801-449-2571 and/or email the signed copy of these to jetbluegroups@jetblue.com.

JetBlue's Contract of Carriage, as amended from time to time, which is available on www.jetblue.com, (the "Contract of Carriage") applies to your booking. Please note that only when there is a conflict between this Agreement and the Contract of Carriage, this Agreement takes precedence over the terms of the Contract of Carriage. Please read the Contract of Carriage and the Group Terms carefully before signing this Agreement. Group bookings may not be made over the Internet.

1. Group Size: In order to qualify as a group, 10 or more customers must be booked together on the same flight and on the same date by the JetBlue Groups Desk. Customers traveling/booked separately from the group are considered individual bookings and JetBlue's regular fare rules and restrictions apply. The group organizer, the person responsible for coordinating the group under these Group Terms on behalf of the customers in the group, will be responsible for all communication between the group and the JetBlue Groups Desk and will be the only person authorized to make changes to the group reservation. If your group drops below 10 customers prior to making full payment, JetBlue may cancel and rebook the reservation(s) at current published fares with the deposit forfeited. JetBlue's general fare rules and restrictions will apply to any new reservation(s).

2. Fare Quote: JetBlue group fares are the product of a customized group fare quote process, are exclusive of any taxes and fees and are quoted per customer per one-way flight. JetBlue group fares are not impacted by published fares available on www.jetblue.com. Sales and lower fares available on www.jetblue.com or other booking channels are not honored for JetBlue group bookings. Once a group reservation has been quoted and booked, subsequent lower available fares will not be honored. Contact the JetBlue Groups Desk for fare quotes. Groups Desk Contact Info – Email: JetBlueGroups@jetblue.com; Telephone: 888-538-2583, option 2 between the hours of 8:00 a.m. – 7:30 p.m., ET, Monday through Friday.

3. Deposits: A nonrefundable deposit of \$50 per person is required within 14 days of the date of booking when booking at least 120 days or more prior to the date of travel. For any bookings made inside 119 days of travel, exact hold dates and deposit requirements will be quoted by a Groups Desk agent at the time of booking. All bookings 30 days or less prior to the date of travel, are instant purchase with full payment due at the time of booking. The deposit payment is applied toward final payment of each seat. If your deposit is not received by the due date, JetBlue Groups may cancel the reservation(s) without notice. You may rebook your group at the current fare and other restrictions may apply, including payment of deposit within 48 hours of the new fare quote. The deposit is nonrefundable and is forfeited upon change or cancellation of your group booking. All payments are nonrefundable.

4. Final Payment. Final payment is due 30 days prior to departure. Please note that all government-imposed taxes and fees are subject to change until time of ticketing and the group is responsible for any increase in taxes or fees. If your final payment is not received by the due date noted above, JetBlue may cancel the reservation(s) without notice and all monies paid, including the deposit, are forfeited. All payments are nonrefundable.

5. Types of Payment. JetBlue accepts major credit cards, U.S. personal checks, U.S. agency checks, U.S. money orders and wire transfers but not cash. For information on wire transfers, please contact the JetBlue Group Desk. All check payments originating from banks outside the U.S.A. or Canada must be certified funds in US Dollars, no international personal or agency checks will be accepted. All payments must be made in US Dollars. JetBlue is unable to accept TrueBlue points or Travel Bank credits of less than \$100 held by individual travelers as forms of payment towards group bookings. No other credits or ARC, EDM, or MCOs will be accepted as payment. Payments must be received by JetBlue on or before the payment due date. JetBlue allows up to four payment transactions per group. Other payment restrictions may apply depending on your dates of travel or departure city. If mailing payment, please make payable to JetBlue and send with delivery tracking to 6322 South 3000 East, Level 2 Suite 210, Attn: Groups Desk, Salt Lake City, UT 84121. Please do not mail cash. All payments are nonrefundable. Returned checks will incur a \$35 fee.

6. Names: Full names, gender and the dates of birth of each person traveling are due 30 days prior to departure or if a booking is made less than 30 days prior to departure, at the time of booking. Names must be typed and submitted on the name list spreadsheet provided by JetBlue Groups via email to jetbluegroups@jetblue.com. All names must reflect the full legal name of each individual and as it appears on their government issued identification. Names for minors under the age of 18 must reflect their legal given names and no nicknames. Please identify all lap infants (under 2 years of age). If names are not received by the due date, JetBlue may cancel the reservation(s) without notice and all monies paid are forfeited. Please include your Group name and confirmation number(s) when submitting name lists.

7. Name Changes: Name changes are allowed for a fee of \$100 per name plus any increases in taxes and fees. Name changes must be submitted at least 72 hours prior to departure.

8. Itinerary Changes (Entire Group): Changes for an entire group are only allowed at least 30 days prior to departure. Changes are based on seat availability and cannot be guaranteed. Any group itinerary that is changed after deposit is paid is subject to a \$135 change fee per seat plus any increase in airfare. All change fees are due at time of making change. If a change results in a lower fare, the fare difference is forfeited. No refunds will be given for changes or cancellations. All changes must be made by calling the JetBlue Groups Desk.

9. Itinerary Changes (Individual Deviations): After ticketing (which requires final payment and traveler names), up to 20% of the total group may deviate from the primary group itinerary. Such deviations are permitted for travel up to 2 weeks prior to or after the group's original flights. All deviations are subject to a \$135 change fee plus any increase in airfare per person. If a deviation/change results in a lower fare, difference will be forfeited. The group organizer is responsible for making deviations; individual travelers will not be allowed to make their own deviations. All deviations must be made by calling into the JetBlue Groups Desk and must be made prior to the initial group departure.

10. Cancellations. JetBlue group reservations are nonrefundable. Any group that cancels after deposit is paid, but prior to making full payment, forfeits the full deposit of \$50 per seat. Any cancellation within 30 days of departure will result in complete forfeiture of all monies paid. Any group that cancels after full payment has been made (and at least 30 days prior to travel) will be charged a \$135 cancellation fee per seat, with remaining amounts to be placed in a JetBlue service credit good for booking up to one year from the date of issue. Service credits may only be used toward JetBlue air-only purchases. All cancellations must be made by calling the JetBlue Groups Desk. All payments are nonrefundable. Any cancellation within 30 days of departure will result in complete forfeiture of all monies paid. Any persons that fail to take their scheduled flight ("no show") will forfeit all monies paid. All payments are nonrefundable.

11. Additional Seats/Internet Bookings. Any seats added after the original group reservation is made will be booked at the then current and available fare and full payment may be required at time of booking. Such added group seats will also be subject to these Terms. Any seats booked on the internet will not be considered part of the group, and cannot be added to the group. Internet bookings are subject to JetBlue's general fare rules and restrictions.

12. Seat Assignments. Seat assignments may be made once the booking has been ticketed. Seat assignments are not guaranteed and subject to change.

13. Even More Space Seating. After ticketing, you may purchase Even More Space seating by contacting the JetBlue Groups Desk or at airport check in. Payment for purchase of Even More Space seating is due at the time of selecting such seating. Even More Space seating cannot be held at the time of booking and is subject to availability.

14. Baggage: Group customers are subject to JetBlue general guidelines regarding checked and carry-on baggage which are noted in Contract of Carriage. Group customers are not eligible for carry-on baggage, only a personal item that fits under the seat in front of you and 2 checked bags. Bags must NOT exceed 62 inches (157.48cm) in overall dimensions (length + width + height) and must NOT exceed 50 pounds (22.73 kilos). Overweight and oversized bags may be checked on a load availability basis, for a fee, per the baggage fees page on www.jetblue.com. JetBlue is not liable for damage, loss or spoilage to musical instruments, electronics and fragile or perishable goods. International destinations have additional baggage restrictions. For a complete list of JetBlue's baggage guidelines, including JetBlue's liability limitations, please see JetBlue's Contract of Carriage and the baggage fees page on www.jetblue.com.

15. TrueBlue Points and Mosaic Status: Group customers with TrueBlue accounts are eligible to receive TrueBlue points. TrueBlue points cannot be redeemed to purchase a group fare. The [TrueBlue Terms and Conditions](#) apply. Mosaic members traveling on a group fare will not receive Mosaic benefits.

16. Disclosures: JetBlue reserves the right to change aircraft equipment or schedules without notice. You are responsible for monitoring your reservation(s) for any equipment or schedule changes, and JetBlue assumes no

responsibility to notify your or any group customers in the event of an equipment or schedule change. JetBlue assumes no responsibility or liability for delay, cancellations or diversions due to an Uncontrollable Irregularity that is caused by a Force Majeure Event, as such terms are defined in the Contract of Carriage. Examples of a Force Majeure Event include events such as weather, a runway closure, ATC delays and airport construction. This list is not exhaustive. Please refer to the Contract of Carriage for further details.

17. Governing Law and Jurisdiction: This Agreement, and any dispute or controversy arising from or related to it, shall be governed by and construed in accordance with the laws of the State of New York without reference to conflict of laws principles. Any disputes under this Agreement shall be brought in the state or Federal courts located within New York County in the State of New York, and the parties hereby consent to the personal jurisdiction and venue of these courts.

18. Confidentiality: You agree that at all times it will hold in confidence and not disclose to any third party the Group Terms, except as approved in writing by JetBlue. JetBlue fares and/or schedule may not be listed on any website (including your own) or any other digital source without prior written approval from JetBlue Airways Groups Desk.

19. Assignment: Neither this Agreement nor any rights granted hereunder may be sold, leased, assigned or otherwise transferred in whole or in part by you by operation of law or otherwise, and any such attempted assignment shall be void and of no effect without the prior written consent of JetBlue. Tickets are only for use by the Group Leader's organization and may not be sold to any third parties.

20. Severability: If any provision of this Agreement is unenforceable, such provision will be changed and interpreted to accomplish the objectives of such provision to the greatest extent possible under applicable law and the remaining provisions will continue in full force and effect.

21. Entire Agreement: This Agreement, together with any and all documents or instruments referred to herein and exhibits hereto, constitutes the entire agreement and the understanding of the parties in respect of the subject matter contained herein. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement supersedes all prior agreements and the understanding between the parties with respect to such subject matter. This Agreement may only be amended by a written instrument signed by the parties.

I, the undersigned, do hereby certify that I am duly authorized to sign and enter into this Agreement on behalf of JetBlue Groups Itinerary QLVRMA: Group Reading Public Schools METCO

and that I have read, understand, and agree to comply with this Agreement, the Group Terms contained herein and JetBlue's Contract of Carriage. The Group's booking information is as set out below:

Group Name: Group Reading Public Schools METCO

Confirmation: QLVRMA

Number of Seats: 46

Date Booked: Thursday, November 10, 2022

Outbound Travel: Boston, MA (BOS) to Atlanta, GA (ATL)

Date: Monday, April 10, 2023

Flight: 1097

Depart: 720 AM

Arrive: 1019 AM

Stops: 0

Return Travel: Atlanta, GA (ATL) to Boston, MA (BOS)

Date: Friday, April 14, 2023

Flight: 896

Depart: 1105 AM

Arrive: 143 PM

Stops: 0

Base Fare (per seat without taxes*): USD \$521.00

Taxes* (per seat): \$68.28

Total Fare Estimate (per seat with taxes at time of booking*): \$589.28

Group Subtotal Estimate (without taxes at time of booking*): \$23,966.00

Group Total Estimate (with taxes at time of booking*): USD \$27,106.88

*Taxes and fees are subject to change until time of ticketing.

Deposit Type Domestic

Nonrefundable Deposit due on: Monday, November 28, 2022

Nonrefundable Deposit Amount: USD \$2,300.00

Final Payment due on: Monday, March 13, 2023

Group Names List and date of birth due on: Monday, March 13, 2023

JetBlue Groups Itinerary QLVRMA: Group Reading Public
Schools METCO

Signature: _____

Printed Name: _____

Date: _____

Please direct any questions and communication to:

JetBlue Airways Corp. Domestic Group Booking

Version 03/2020

JetBlue Airways Corporation
Attention: Groups Desk
6322 South 3000 East
Level 2 Suite 210
Salt Lake City, UT 84121
Phone: 888-538-2583 option 2
Fax: 801-449-2571
Email: JetBlueGroups@jetblue.com
Groups Desk hours:
Monday-Friday 8:00am-7:30pm (ET)



To Whom It May Concern:

Friends of Reading Soccer, Inc is making a donation of \$1500 in support of the RMHS Boys Soccer Assistant Coach for the 2022 season. Please find a check enclosed made payable to 'Town of Reading' for the indicated amount.

Regards,

A handwritten signature in black ink, appearing to read "K. Ryan".

Kathleen Ryan

506 Franklin Street, Reading MA

Friends of Reading Soccer, Inc - 2022 Treasurer

Boys Varsity Soccer Captain Parent

Reading Public Schools
Field Trip Plan

This information should
be kept on file for a
minimum of 3 years.

1. Trip Coordinator Craig Murphy School RMHS Grade(s) Attending 9-12
2. Destination Nashua South High School 36 Riverside St Nashua, NH
3. Type of Trip: Day Extended Overnight Out of State International
4. Purpose of Trip Wrestling Tournament
5. Field Trip Connection to Curriculum Frameworks (Be specific to actual grade level curriculum alignment)

6. Date(s) of Trip 1/7 Time of Departure 6am Time of Return 8pm
7. Cost of Trip _____ Will there be fundraising? No If yes, please attach plan.
8. No. of Students Attending 14 No. of ^{Coaches} Teachers 2 No. of other adults _____
9. Name of Travel Company (if applicable) N/A (RMHS School Van)
10. Transportation Required (Circle): Bus Train Boat Plane Private Car Other
11. Name of Company Providing Transportation School Van
12. If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? N/A
13. Departure Information (location and carrier) N/A
14. Return Trip Information (location and carrier) N/A
15. Food and Lodging (if applicable) will be provided by N/A
16. Address and Phone No. of Lodging (if applicable) N/A
17. Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)? _____ If yes, attach a copy of the policy.
18. If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes _____ No _____ N/A X

19. Please describe below the educational alternative for those students who will not be attending the trip.

THIS IS AN ATHLETIC TOURNAMENT AND
ALL STUDENTS ARE INCLUDED.

20. If there are students with disabilities or individual needs attending the trip, what accommodations/transportation have been put in place to assure that the student(s) has equal access to the experience?

NONE NEEDED

21. Please describe the process that will be used to determine student eligibility for the trip.

Chaperone Information

22. Names of Chaperones Attending Trip

Craig Murphy - head Coach
Chris Reardon - Asst Coach

23. Names of Chaperones who will be receiving compensation from Travel Company or other source (if applicable)

N/A

24. Source of Compensation for Chaperones (if applicable)

25. Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks Yes

26. Please attach the following to this document:

- a. A detailed itinerary of the trip
- b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. To access the form, go to <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.
- c. A copy of any contract associated with the field trip.

The Following Section is for Out of Country Field Trips Only

A. Are there any current travel warnings or advisories issued by the State Department? Please go to www.cdc.gov or www.travel.state.gov. Yes _____ No _____

If yes, please explain _____

B. Have you purchased medical insurance for each day of an out of country field trip? Yes ___ No ___
(attach a copy of the policy)

C. Is medical preclearance required? Yes _____ No _____

D. Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States? Yes _____ No _____

E. Copies of all students' passports shall be maintained by the Trip Coordinator.

F. At least one staff member accompanying the students must have a phone number with international service.

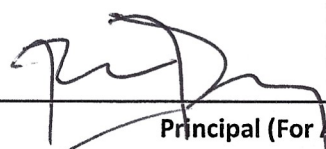
Name of Staff Member _____

Telephone Number _____

To be completed by Reading Public School Administration

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

27. APPROVED



Principal (For All Field Trips)

DATE

11/21/22

28. APPROVED



Superintendent of Schools (For All Extended, Overnight, Out of State, and International Field Trips)

DATE

11/30/22

School Committee Approval Date (For Overnight, Out of State, and International Field Trips) _____

Jim Ar 11-30-22



11/30/22

Reading Public Schools
Field Trip Plan

This information should
be kept on file for a
minimum of 3 years.

1. Trip Coordinator Craig Murphy School RMHS Grade(s) Attending 9-12
2. Destination Timberlane High School 36 Greenough Rd. Plaistow NH
3. Type of Trip: Day Extended Overnight Out of State International
4. Purpose of Trip Wrestling tournament
5. Field Trip Connection to Curriculum Frameworks (Be specific to actual grade level curriculum alignment)

6. Date(s) of Trip 1/21 Time of Departure 6 am Time of Return 8 pm
7. Cost of Trip _____ Will there be fundraising? N/A If yes, please attach plan.
8. No. of Students Attending 14 No. of Teachers 2 No. of other adults _____
9. Name of Travel Company (if applicable) N/A (RMHS School Van)
10. Transportation Required (Circle): Bus Train Boat Plane Private Car Other
11. Name of Company Providing Transportation School Van
12. If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? N/A
13. Departure Information (location and carrier) N/A
14. Return Trip Information (location and carrier) N/A
15. Food and Lodging (if applicable) will be provided by N/A
16. Address and Phone No. of Lodging (if applicable) N/A
17. Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)? _____ If yes, attach a copy of the policy.
18. If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes _____ No _____ N/A X

The Following Section is for Out of Country Field Trips Only

A. Are there any current travel warnings or advisories issued by the State Department? Please go to www.cdc.gov or www.travel.state.gov. Yes _____ No _____

If yes, please explain _____

B. Have you purchased medical insurance for each day of an out of country field trip? Yes ___ No ___
(attach a copy of the policy)

C. Is medical preclearance required? Yes _____ No _____

D. Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States? Yes _____ No _____

E. Copies of all students' passports shall be maintained by the Trip Coordinator.

F. At least one staff member accompanying the students must have a phone number with international service.

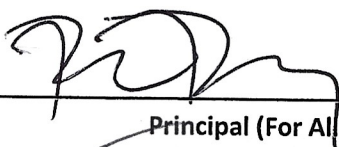
Name of Staff Member _____

Telephone Number _____

To be completed by Reading Public School Administration

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

27. APPROVED



Principal (For All Field Trips)

DATE

11/21/22

28. APPROVED



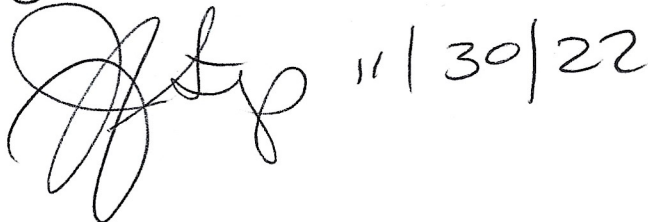
Superintendent of Schools (For All Extended, Overnight, Out of State, and International Field Trips)

DATE

11/30/22

School Committee Approval Date (For Overnight, Out of State, and International Field Trips) _____

Jm W 11/30/22



Memo

Coolidge & Parker Middle Schools

To: Tom Milaschewski
RPS School Committee

From: Sarah Marchant, Rochelle Rubino,
Jennfer Gray, Victoria Lemaitre

Date: 11/21/22

Re: Quebec Field Trip

Dear Dr. Milaschewski and the Members of the School Committee,

Enclosed please find documentation for the Coolidge and Parker Middle Schools 8th grade French field trips. We are writing to request your approval for this trip, which we believe will be of tremendous educational benefit to the students.

For the proposed trip, approximately 45 8th graders from Coolidge, and 30 8th graders from Parker, would travel to Quebec, Canada, from Wednesday, April 26 through Friday, April 28. They would travel by bus and would be chaperoned by a combination of teachers and administrators. Once in Quebec, the trip would be run by ACIS Travel Company, who we have worked with for years. The groups would be staying at the Chateau Frontenac in Quebec City.

The cost of the trip is higher than it has been in the past due to the rising costs of transportation, hotels, and goods. We estimate the trip to cost anywhere between \$949 - \$1200, depending on the number of students who attend. We are planning to organize a fundraiser to reduce the cost for all students. If a student does not attend, there will be alternate activities planned.

Please see the attached packets, which summarize the trip in more detail for both schools. While we are traveling on the same dates and have similar itineraries, each school will be traveling separately; therefore, there are two packets enclosed, one for each school.

The Coolidge and Parker administrative teams want to thank Ms. Gray and Ms. Lemaitre for organizing this special experience. They have developed a trip that compliments the French and general education curriculum, including the use of the French language, history of Quebec, culture, and geography. We believe that learning opportunities such as this provide an experience that cannot be replicated in the traditional classroom setting. We hope you will consider granting this opportunity to our students. If you have any questions or concerns, please don't hesitate to ask.

Sincerely,

Sarah Marchant, Principal, Coolidge Middle School

Rochelle Rubino, Principal, Parker Middle School

Victoria Lemaitre, French Teacher, Coolidge Middle School

Jennifer Gray, French Teacher, Parker Middle School

Reading Public Schools



Field Trip Approval Form Overnight/Out of State/International

Trip Coordinator: Victoria Lemaitre

School: Coolidge Middle School Grade(s) Attending: 8

Destination: Quebec City, Canada

Type of Trip: Overnight Out of State International

Educational Purpose of Trip:

To promote global citizenship among 8th grade French students, while immersing them in the culture and lifestyle of Quebec City.

Name of Educational Travel Organization conducting the trip (*Please attach the three quotes for the Travel Organizations considered): *ACIS Travel Company.*

Date(s) of Trip : April 26 - 28, 2023

Time of Departure: 7:30 am 4/26

Time of Return: 9:00 pm 4/28

Cost of Trip: approx. \$949 per student Will there be fundraising? YES
If yes, please attach a fundraising plan. (*Please see attached.*)

No. of Students Attending: approx. 50 No. of Teachers: 5
No. of Nurses (licensed to practice in this state/country) 0
No. of other Adults: 0

Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks ?
YES

Transportation Required (Circle): Bus / Train / Boat / Plane / Private Car / Other

Name of Company(ies) Providing Transportation: ACIS travel

If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? YES

Departure Information (location and carrier): Departure from Coolidge Middle School -
Carrier TBD upon trip being booked.

Return Trip Information (location and carrier): Arrival at Coolidge Middle School -
Carrier TBD upon trip being booked.

Food and Lodging (if applicable) will be provided by (*Please include if the Educational Travel Company is requiring security on each floor of the lodging):

ACIS - please see full itinerary for more details.

Will there be students participating in the trips who have food allergies?

Yes: X No: _____

If so, I have verified that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options. Yes: *see below* No: _____

We will be in touch with each food vendor at least a month prior to the trip.

Address and Phone No. of Lodging (if applicable):

Chateau Frontenac - 1 rue des Carrieres, QC, Canada C1R 4PR ; Phone number : +1 418 692 3861

Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?

Yes No N/A

If yes, attach a copy of the policy. (*The venue will want a Certification of Insurance from RPS, which the advisor needs to request through the Town, attn Jayne Wellman.)

If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes No N/A

Please describe below the educational alternative for those students who will not be attending the trip.

Please see attached plan for students not attending the trip.

Please describe the accommodations/transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?

Students with mobility needs will have extra support in the form of transportation provided when longer walking distances occur. Chaperones will assist these students as needed.

Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?

There are some 8th grade students with food allergies. These allergies will be communicated to the travel agency and to the restaurants where meals are served. For students with mobility needs, please see the above response.

Do any students require the administration of prescription medication during the trip?

Yes.

If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)?

Parents will pre-package individual doses of prescription medication, and will provide both a timeline and doctor's orders for administration. An administrator or pre-assigned staff member will hold this medication and will disburse based on the timeline.

If you are in a location that does not have cell service, what is the plan for contacting emergency services?

N/A

Please describe the process that will be used to determine student eligibility for the trip. *All students on 8th grade Team Gemini will be eligible to attend this trip. All students will receive a behavior contract to be read and signed by parents/guardians and students prior to signing up for the trip to ensure expectations are clear for safety purposes.*

Please attach the following to this document:

- a. A detailed itinerary of the trip
- b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. To access the forms, go to <https://www.mass.gov/service-details/public-school-teacher-faqs-on-the-conflict-of-interest-law> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.
- c. A copy of any contract associated with the field trip.
- d. A list of all adults who will be chaperoning the field trip.

The Following Section is for Out of Country Field Trips Only

Are there any current travel warnings or advisories issued by the State Department?

Please go to www.cdc.gov or www.travel.state.gov .

Yes No

If yes, please explain: _____

Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?

Yes No

Copies of all students' passports shall be maintained by the Trip Coordinator.

At least one staff member accompanying the students must have a phone number with international service.

Name of Staff Member: Victoria Lemaitre



Telephone Number: 781 439 0631

=====

To be completed by Reading Public School Administration:

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

APPROVED Sarah Marchant DATE 11/18/22
Principal (For All Field Trips)

APPROVED Andy Ventura DATE 11/21/22
School Nurse (For All Field Trips)

APPROVED [Signature] DATE 11/22/22
Assistant Superintendent of Schools for Student Services

APPROVED [Signature] DATE 11-22-22
Assistant Superintendent of Schools for Teaching & Learning

APPROVED [Signature] DATE 11/21/22
Director of Health Services

APPROVED [Signature] DATE 11/30/22
Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

=====

School Committee Approval Date (For Overnight, Out of State, and International Field Trips) _____

Draft Itinerary and Pricing information for Coolidge Quebec Trip

April 26 - 28, 2023

Using the standard 1:10 prorate as before, students in quad rooming and chaperones in twins.

Pricing based on staying at Chateau Frontenac.

1:10 Pro-rate	
30 Passengers	\$1,139
35 Passengers	\$1,029
40 Passengers	\$949
45 Passengers	UNKNOWN

** Please note : Coolidge has 45 French students + 6 students on the Gemini Team = 51 total students. **

PROPOSED ITINERARY

Day 1

- The group will meet at Coolidge Middle School in the morning to board the deluxe motorcoach and start the journey north for your Canadian adventure together.
 - Arrive in la Belle Province, where you will meet your tour manager in the South Shore community of Levis.
 - Begin your visit with a short ferry ride across the mile-wide St. Lawrence River to admire the impressive Old Town.
 - Upon arrival, your guide will lead you on a walking orientation tour through the lower city, ending with a ride on the funiculaire to the boardwalk across the street from Place d' Armes. Enjoy a Port of Quebec walking tour ending at the Chateau Frontenac. Walk a few steps to Notre Dame de Quebec Cathedral and then to Le petit Seminaire de Quebec for a short visit to its beautiful courtyard.
 - Continue to the Quartier Latin for dinner. After dinner, walk to the Plains of Abraham for a visit to a unique, stone fortification that was erected in the mid-nineteenth century to protect Québec City from an invasion from, of all places, America. Arrive at Martello Tower One for an interesting, interactive lesson about military strategy of the era, and about the harsh lives led by the soldiers stationed here.
- (D)

Day 2

- Enjoy an indulgent breakfast in a charming, centuries-old building in the Quartier Petit Champlain, then walk to the Terrasse Dufferin for a group photo overlooking the Chateau Frontenac.
- Enjoy some free time before departing to the Village-des-Hurons, where you will enjoy lunch and be taken on an escorted tour of the longhouse, the smokehouse, a giant teepee, and the interpretation

center where you will learn about the Huron Nation, its legends, traditional songs and dance, and its rich history.

- Visit the magnificent Basilique Ste-Anne-de-Beaupré then transfer to Parc de la Chute-Montmorency where you can walk across a footbridge directly above the 270-foot high Montmorency Falls.
- Make a brief stop at Chutes de la Chaudières, another spectacular waterfall, en route to dinner.
- End your day with a traditional, all-you-can-eat Québécois dinner, folklore music and dancing at an authentic French-Canadian cabane à sucre deep in the Québec countryside. (B,L,D)

Day 3

- Begin your day with breakfast. Then walk next door to the Musée du Fort where you will learn about the many battles between the French, British and American armies; the presentation will end with a highly educational depiction of the decisive Battle of the Plains of Abraham, and a quiz to see how much history you absorbed. Walk to the Quartier Petit Champlain the oldest part of Quebec City. There you'll be free for lunch and some last-minute souvenir shopping and picture taking on your own amidst the ancient graystone buildings and cobblestoned streets dating back to the 1600s. Depart for home. (B)

Coolidge Trip to Quebec - Connection to World Language Frameworks

Our French students are so fortunate to be able to attend a trip to Quebec, Canada to experience French language and culture in the real world. This trip is completely aligned with the Massachusetts World Language Frameworks.

Communication – standard 1 – Interpersonal Communication

Students will converse with native speakers.

standard 2 – Interpretive Language

Students will understand spoken French interpret signs and written language.

Cultures – standard 4 – Cultural Traditions

Students will experience food and other aspects of daily life in Canada.

Comparisons – standard 5 – Making Linguistic Comparisons

Students will be exposed to the French language and compare it with English.

standard 6 – Making Cultural Comparisons

Students will compare everyday life in Canada with their lives at home.

Connections – standard 7 – Connecting with Other Content Areas

This trip connects with the Social Studies frameworks as we learn about the history of Canada and the United States.

Communities – standard 8 – Using the language skill within and beyond the school setting

Students will gain real-world experience with French language and culture.

Alternate Activity (for those students who do not go on the Quebec trip)

On visite Québec!

You have three days to make an educational video about Quebec! Turn it in on Google Classroom and we'll watch them next week!

1) Choose one place from the list or choose a few to focus on. There are some possible questions you may wish to answer below.

- Le Château Frontenac
- La Basilique Sainte-Anne-de-Beaupré
- Les Chutes Montmorency
- Vieux Québec – (La Grand Allé, Rue du Trésor, Quartier Petit Champlain, le funiculaire)
- Sugar Shacks – making maple syrup
- Battle of the Plains of Abraham (Battlefield Park)
- La Citadelle de Québec (walled city)
- St. Lawrence River (city of Lévis, Québec, and Montréal)

History When was it built? Why is it important? How does it work?

What was it used for?

Is it still used for the same purpose as when it was created?

Did anything famous take place there?

Are any important people associated with it?

Current Events What is it used for today?

Does it still serve the same purpose as when it was built?

Miscellaneous Give any other pertinent and interesting information.

Useful hints: Sometimes if you look up the place name in ENGLISH you'll find articles in English.

A good place to start: <http://www.aviewoncities.com/maps/quebec.htm>

2) Find images on your monument

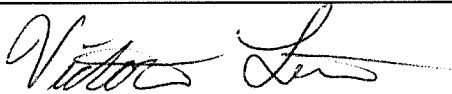
3) Create a video

Use Google Slides or iMovie to create a video. Your video may include:

- a map of Quebec with the location of your monument highlighted
- different images of your monument from different angles or points of view
- text stating the facts about your monument
- a title stating your monument in French and a bibliography page with at least two resources
- a slide listing sources you used for information and images.

**DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST
AND DETERMINATION BY APPOINTING AUTHORITY
AS REQUIRED BY G. L. c. 268A, § 19**

MUNICIPAL EMPLOYEE INFORMATION	
Name:	Victoria Lemaitre Form 1
Title or Position:	French Teacher
Municipal Agency:	Town of Reading AW Coolidge Middle School
Agency Address:	Town of Reading – Municipal Offices 16 Lowell St. Reading, MA 01867 AW Coolidge Middle School 89 Birch Meadow Drive Reading, MA 01867
Office Phone:	781-942-9158
E-mail:	Victoria.Lemaitre@reading.k12.ma.us
	My duties require me to participate in a particular matter, and I may not participate because of a financial interest that I am disclosing here. I request a determination from my appointing authority about how I should proceed.
PARTICULAR MATTER	
Particular matter E.g., a judicial or other proceeding, application, submission, request for a ruling or other determination, contract, claim, controversy, charge, accusation, arrest, decision, determination, or finding.	Chaperoning the 8 th grade trip to Quebec. April 26 – 28, 2023
Your required participation in the particular matter: E.g., approval, disapproval, decision, recommendation, rendering advice, investigation, other.	-Ride the bus to & from Reading to Quebec, -Supervise students through all parts of the itinerary, and support them as needed, -Be on call at night in the hotel.
FINANCIAL INTEREST IN THE PARTICULAR MATTER	
Write an X by all that apply.	<input checked="" type="checkbox"/> I have a financial interest in the matter. <input type="checkbox"/> My immediate family member has a financial interest in the matter. <input type="checkbox"/> My business partner has a financial interest in the matter. <input type="checkbox"/> I am an officer, director, trustee, partner or employee of a business organization, and the business organization has a financial interest in the matter.

	<input type="checkbox"/> I am negotiating or have made an arrangement concerning future employment with a person or organization, and the person or organization has a financial interest in the matter.
Financial interest in the matter	The travel company allows 1 chaperone for every 10 students at no cost. As one of the pre-allotted chaperones, my expenses for the trip are paid.
Employee signature:	
Date:	11/16/2022

DETERMINATION BY APPOINTING OFFICIAL

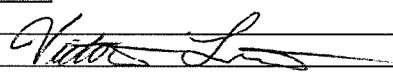
APPOINTING AUTHORITY INFORMATION	
Name of Appointing Authority:	
Title or Position:	
Agency/Department:	
Agency Address:	
Office Phone:	
Office E-mail	
DETERMINATION	
Determination by appointing authority:	As appointing official, as required by G.L. c. 268A, § 19, I have reviewed the particular matter and the financial interest identified above by a municipal employee. I have determined that the financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.
Appointing Authority signature:	
Date:	
Comment:	

Attach additional pages if necessary.
The appointing authority shall keep this Disclosure and Determination as a public record.

**DISCLOSURE BY NON-ELECTED PUBLIC EMPLOYEE
OF TRAVEL EXPENSES SERVING A LEGITIMATE PUBLIC PURPOSE
AS REQUIRED BY 930 CMR 5.08(2)(d)1.**

Form 2

NON-ELECTED PUBLIC EMPLOYEE INFORMATION	
Name of non-elected public employee:	Victoria Lemaitre
Title/ Position	Teacher
Agency/ Department	Coolidge Middle School
Agency address:	89 Birch Meadow Drive Reading, MA 01867
Office phone:	(781) 942-9158
Office e-mail:	Victoria.Lemaitre@reading.k12.ma.us
Write an X to confirm each statement.	<p>I am filing this disclosure because:</p> <p><input checked="" type="checkbox"/> I am going to engage in an activity that serves a legitimate public purpose, i.e., it is intended to promote the interests of the Commonwealth, a county or a municipality; and</p> <p><input type="checkbox"/> A non-public entity (but not a lobbyist) has offered to reimburse, waive or pay travel expenses and costs worth more than \$50.</p>
ACTIVITY THAT SERVES A LEGITIMATE PUBLIC PURPOSE	
Describe the activity which is the reason for traveling.	The chaperone is responsible for the safety of Coolidge Middle School students for the duration of the three-day trip.
Describe your participation in the activity.	The chaperone is responsible for the safety of Coolidge Middle School students for the duration of the three-day trip.
Date, time and location of activity.	7:00 am, Wednesday, April 26th – 9:00 pm, Friday, April 28 th 2023 Bus for travel Sightseeing in Quebec, Canada Overnights at hotel
Please explain how the activity will promote the interests of the Commonwealth, a county or a municipality.	This is an education trip for French students to experience Canadian culture and practice speaking French in a real-world situation.

TRAVEL EXPENSES	
Identify the person or organization that offered to reimburse, waive or pay your travel expenses.	ACIS travel company covers cost of one chaperone per ten students who pay to attend the trip.
Address of person or organization.	ACIS 343 Congress St. Suite 3100 Boston, MA 02210
Provide information in as much detail as possible:	<i>Itemization and explanation of amounts offered:</i>
Transportation:	<i>Air, train, bus, and taxi fare and rental car hire, etc.</i> Bus
Lodging:	<i>Overnight accommodations.</i> Hotel – Chateau Frontenac
Meals:	<i>Breakfast, lunch, dinner, special events.</i> 2 breakfasts, 2 dinners
Admission:	<i>Registration, admission, tickets, etc.</i> Admissions to sightseeing
Other (please list):	<i>Refreshment, instruction, materials, entertainment, etc.</i> n/a
Total:	\$959 - \$1139
Write an X beside any statement that applies.	<input checked="" type="checkbox"/> I have attached the relevant itinerary. <input type="checkbox"/> I have attached the relevant agenda.
Employee signature:	
Date:	11/17/2022

Attach additional pages if necessary.

Complete the disclosure and submit it to your appointing authority.

DETERMINATION BY APPOINTING AUTHORITY

APPOINTING AUTHORITY INFORMATION	
Name of Appointing Authority:	
Agency and Title/Position:	
Agency address:	
Office phone:	
Employee who filed the disclosure:	
DETERMINATION	
<p>To give approval, check <u>both</u> statements.</p>	<p>Upon consideration of the facts disclosed by the employee above, I find that:</p> <p>___ Acceptance of the reimbursement, waiver or payment of travel expenses will serve a legitimate public purpose, i.e., it will promote the interests of the Commonwealth, a county or a municipality; AND</p> <p>___ Such public purpose outweighs any special non-work related benefit to the employee or the person providing the reimbursement, waiver or payment.</p>
Reason that the employee's travel or attendance will serve a legitimate public purpose:	
Appointing Authority signature:	
Date:	

Attach additional pages if necessary.

The appointing authority should maintain the disclosure as a public record and give a copy of any signed determination to the employee.

**DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST
AND DETERMINATION BY APPOINTING AUTHORITY
AS REQUIRED BY G. L. c. 268A, § 19**

MUNICIPAL EMPLOYEE INFORMATION	
Name:	× Jessica Lozzi
Title or Position:	× Special Education Teacher
Municipal Agency:	Town of Reading AW Coolidge Middle School
Agency Address:	Town of Reading – Municipal Offices 16 Lowell St. Reading, MA 01867 AW Coolidge Middle School 89 Birch Meadow Drive Reading, MA 01867
Office Phone:	781-942-9158
E-mail:	no jessia.lozzi@reading.k12.ma.us
	My duties require me to participate in a particular matter, and I may not participate because of a financial interest that I am disclosing here. I request a determination from my appointing authority about how I should proceed.
PARTICULAR MATTER	
Particular matter E.g., a judicial or other proceeding, application, submission, request for a ruling or other determination, contract, claim, controversy, charge, accusation, arrest, decision, determination, or finding.	Chaperoning the 8 th grade trip to Quebec. April 26 – 28, 2023
Your required participation in the particular matter: E.g., approval, disapproval, decision, recommendation, rendering advice, investigation, other.	-Ride the bus to & from Reading to Quebec, -Supervise students through all parts of the itinerary, and support them as needed, -Be on call at night in the hotel.
FINANCIAL INTEREST IN THE PARTICULAR MATTER	
Write an X by all that apply.	X I have a financial interest in the matter. ___ My immediate family member has a financial interest in the matter. ___ My business partner has a financial interest in the matter. ___ I am an officer, director, trustee, partner or employee of a business organization, and the business organization has a financial interest in the matter.

	<input type="checkbox"/> I am negotiating or have made an arrangement concerning future employment with a person or organization, and the person or organization has a financial interest in the matter.
Financial interest in the matter	The travel company allows 1 chaperone for every 10 students at no cost. As one of the pre-allotted chaperones, my expenses for the trip are paid.
Employee signature:	× <i>Jessica Lanni</i>
Date:	× 11/16/22

DETERMINATION BY APPOINTING OFFICIAL

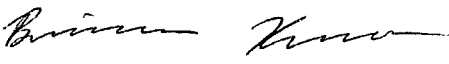
APPOINTING AUTHORITY INFORMATION	
Name of Appointing Authority:	
Title or Position:	
Agency/Department:	
Agency Address:	
Office Phone:	
Office E-mail	
DETERMINATION	
Determination by appointing authority:	As appointing official, as required by G.L. c. 268A, § 19, I have reviewed the particular matter and the financial interest identified above by a municipal employee. I have determined that the financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.
Appointing Authority signature:	
Date:	
Comment:	

Attach additional pages if necessary.

The appointing authority shall keep this Disclosure and Determination as a public record.

**DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST
AND DETERMINATION BY APPOINTING AUTHORITY
AS REQUIRED BY G. L. c. 268A, § 19**

MUNICIPAL EMPLOYEE INFORMATION	
Name:	Brie Karow
Title or Position:	Assistant Principal
Municipal Agency:	Town of Reading AW Coolidge Middle School
Agency Address:	Town of Reading – Municipal Offices 16 Lowell St. Reading, MA 01867 AW Coolidge Middle School 89 Birch Meadow Drive Reading, MA 01867
Office Phone:	781-942-9158
E-mail:	Brienne.Karow@reading.k12.ma.us
	My duties require me to participate in a particular matter, and I may not participate because of a financial interest that I am disclosing here. I request a determination from my appointing authority about how I should proceed.
PARTICULAR MATTER	
Particular matter E.g., a judicial or other proceeding, application, submission, request for a ruling or other determination, contract, claim, controversy, charge, accusation, arrest, decision, determination, or finding.	Chaperoning the 8 th grade trip to Quebec. April 26 – 28, 2023
Your required participation in the particular matter: E.g., approval, disapproval, decision, recommendation, rendering advice, investigation, other.	-Ride the bus to & from Reading to Quebec, -Supervise students through all parts of the itinerary, and support them as needed, -Be on call at night in the hotel.
FINANCIAL INTEREST IN THE PARTICULAR MATTER	
Write an X by all that apply.	<input checked="" type="checkbox"/> I have a financial interest in the matter. <input type="checkbox"/> My immediate family member has a financial interest in the matter. <input type="checkbox"/> My business partner has a financial interest in the matter. <input type="checkbox"/> I am an officer, director, trustee, partner or employee of a business organization, and the business organization has a financial interest in the matter.

	<input type="checkbox"/> I am negotiating or have made an arrangement concerning future employment with a person or organization, and the person or organization has a financial interest in the matter.
Financial interest in the matter	The travel company allows 1 chaperone for every 10 students at no cost. As one of the pre-allotted chaperones, my expenses for the trip are paid.
Employee signature:	
Date:	11/17/22

DETERMINATION BY APPOINTING OFFICIAL

APPOINTING AUTHORITY INFORMATION	
Name of Appointing Authority:	
Title or Position:	
Agency/Department:	
Agency Address:	
Office Phone:	
Office E-mail	
DETERMINATION	
Determination by appointing authority:	As appointing official, as required by G.L. c. 268A, § 19, I have reviewed the particular matter and the financial interest identified above by a municipal employee. I have determined that the financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.
Appointing Authority signature:	
Date:	
Comment:	

Attach additional pages if necessary.
The appointing authority shall keep this Disclosure and Determination as a public record.

Reading Public Schools



Field Trip Approval Form Overnight/Out of State/International

Trip Coordinator: Jennifer Gray

School: Parker Middle School Grade(s) Attending: 8

Destination: Quebec City, Canada

Type of Trip: Overnight Out of State International

Educational Purpose of Trip:

To promote global citizenship among 8th grade French students, while immersing them in the culture and lifestyle of Quebec City.

Name of Educational Travel Organization conducting the trip (*Please attach the three quotes for the Travel Organizations considered): *ACIS Travel Company.*

Date(s) of Trip : April 26 - 28, 2023

Time of Departure: 7:30 am 4/26

Time of Return: 9:00 pm 4/28

Cost of Trip: approx. \$1,099-1,239 per student
If yes, please attach a fundraising plan.

Will there be fundraising? NO

No. of Students Attending: approx. 30 No. of Teachers: 3

No. of Nurses (licensed to practice in this state/country) 0

No. of other Adults: 0

Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks ?
YES

Transportation Required (Circle): Bus / Train / Boat / Plane / Private Car / Other

Name of Company(ies) Providing Transportation: ACIS travel

If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? YES

Departure Information (location and carrier): Departure from ParkerMiddle School -
Carrier TBD upon trip being booked.

Return Trip Information (location and carrier): Arrival at Parker Middle School -
Carrier TBD upon trip being booked.

Food and Lodging (if applicable) will be provided by (*Please include if the Educational Travel Company is requiring security on each floor of the lodging):

ACIS - please see full itinerary for more details.

Will there be students participating in the trips who have food allergies?

Yes: X No: _____

If so, I have verified that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options. Yes: *see below* No: _____

We will be in touch with each food vendor at least a month prior to the trip.

Address and Phone No. of Lodging (if applicable):

Chateau Frontenac - 1 rue des Carrieres, QC, Canada C1R 4PR ; Phone number : +1 418 692 3861

Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?

Yes No N/A

If yes, attach a copy of the policy. (*The venue will want a Certification of Insurance from RPS, which the advisor needs to request through the Town, attn Jayne Wellman.)

If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes No N/A

Please describe below the educational alternative for those students who will not be attending the trip.

Please see attached plan for students not attending the trip.

Please describe the accommodations/transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?

Students with mobility needs will have extra support in the form of transportation provided when longer walking distances occur. Chaperones will assist these students as needed.

Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?

There are some 8th grade students with food allergies. These allergies will be communicated to the travel agency and to the restaurants where meals are served. For students with mobility needs, please see the above response.

Do any students require the administration of prescription medication during the trip?

Yes.

If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)?

Parents will pre-package individual doses of prescription medication, and will provide both a timeline and doctor's orders for administration. An administrator or pre-assigned staff member will hold this medication and will disburse based on the timeline.

If you are in a location that does not have cell service, what is the plan for contacting emergency services?

N/A

Please describe the process that will be used to determine student eligibility for the trip. *All 8th grade French students at Parker will be eligible to attend this trip. All students will receive a behavior contract to be read and signed by parents/guardians and students prior to signing up for the trip to ensure expectations are clear for safety purposes.*

Please attach the following to this document:

- a. A detailed itinerary of the trip
- b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. To access the forms, go to <https://www.mass.gov/service-details/public-school-teacher-fags-on-the-conflict-of-interest-law> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1.*
- c. A copy of any contract associated with the field trip.
- d. A list of all adults who will be chaperoning the field trip.

The Following Section is for Out of Country Field Trips Only

Are there any current travel warnings or advisories issued by the State Department?

Please go to www.cdc.gov or www.travel.state.gov .

Yes No

If yes, please explain: _____

Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?

Yes No

Copies of all students' passports shall be maintained by the Trip Coordinator.

At least one staff member accompanying the students must have a phone number with international service.

Name of Staff Member: Jennifer Gray

Parker's Trip to Quebec - Connection to World Language Frameworks

Our French students are so fortunate to be able to attend a trip to Quebec, Canada to experience French language and culture in the real world. This trip is completely aligned with the Massachusetts World Language Frameworks.

Communication – standard 1 – Interpersonal Communication

Students will converse with native speakers.

standard 2 – Interpretive Language

Students will understand spoken French interpret signs and written language.

Cultures – standard 4 – Cultural Traditions

Students will experience food and other aspects of daily life in Canada.

Comparisons – standard 5 – Making Linguistic Comparisons

Students will be exposed to the French language and compare it with English.

standard 6 – Making Cultural Comparisons

Students will compare everyday life in Canada with their lives at home.

Connections – standard 7 – Connecting with Other Content Areas

This trip connects with the Social Studies frameworks as we learn about the history of Canada and the United States.

Communities – standard 8 – Using the language skill within and beyond the school setting

Students will gain real-world experience with French language and culture.

Students who do not attend the trip to Canada will attend their regularly scheduled classes with their team teachers. When they have French class, they will have an opportunity to research some monuments and points of interest in Quebec. They will choose a place they would like to visit one day and use their research to say why they would like to go there. See assignment below:

On visite Québec!

Quebec City is a vibrant city with a strong French heritage. Let's learn a little about it!

A. Answer as many of the questions below as you can about each of the following monuments or points of interest. (Note: Not all questions apply to each place.)

- Le Château Frontenac
- La Basilique Sainte-Anne-de-Beaupré
- Les Chutes Montmorency
- Vieux Québec – (La Grand Allé, Rue du Trésor, Quartier Petit Champlain, le funiculaire)
- Sugar Shacks – making maple syrup
- Battle of the Plains of Abraham (Battlefield Park)
- La Citadelle de Québec (walled city)
- St. Lawrence River (city of Lévis, Québec, and Montréal)

History When was it built? Why is it important? How does it work?

What was it used for?

Is it still used for the same purpose as when it was created?

Did anything famous take place there?

Are any important people associated with it?

Current Events What is it used for today?

Does it still serve the same purpose as when it was built?

Miscellaneous Give any other pertinent and interesting information.

Useful hints: Sometimes if you look up the place name in ENGLISH you'll find articles in English.

A good place to start: <http://www.aviewoncities.com/maps/quebec.htm>

B. Write a paragraph in English, French, or français (a nice combo) explaining which place you are most excited about visiting and why.

On visite Québec!

You have three days to make an educational video about Quebec! Turn it in on Google Classroom and we'll watch them next week!

1) Choose one place from the list or choose a few to focus on. There are some possible questions you may wish to answer below.

- Le Château Frontenac
- La Basilique Sainte-Anne-de-Beaupré
- Les Chutes Montmorency
- Vieux Québec – (La Grand Allé, Rue du Trésor, Quartier Petit Champlain, le funiculaire)
- Sugar Shacks – making maple syrup
- Battle of the Plains of Abraham (Battlefield Park)
- La Citadelle de Québec (walled city)
- St. Lawrence River (city of Lévis, Québec, and Montréal)

History When was it built? Why is it important? How does it work?

What was it used for?

Is it still used for the same purpose as when it was created?

Did anything famous take place there?

Are any important people associated with it?

Current Events What is it used for today?

Does it still serve the same purpose as when it was built?

Miscellaneous Give any other pertinent and interesting information.

Useful hints: Sometimes if you look up the place name in ENGLISH you'll find articles in English.

A good place to start: <http://www.aviewoncities.com/maps/quebec.htm>

2) Find images on your monument

3) Create a video

Use Google Slides or iMovie to create a video. Your video may include:

- a map of Quebec with the location of your monument highlighted
- different images of your monument from different angles or points of view
- text stating the facts about your monument
- a title stating your monument in French and a bibliography page with at least two resources
- a slide listing sources you used for information and images

Draft Itinerary and Pricing information for April 2023

Using the standard 1:10 prorate as before, students in quad rooming and chaperones in twins. Pricing based on staying at Chateau Frontenac.

1:10 Pro-rate	
25 Passengers	\$1,239
30 Passengers	\$1,099
35 Passengers	\$979
40 Passengers	\$899
45 Passengers	\$879

Depart your school by bus and get ready to say Bonjour to Quebec City!

Arrive in la Belle Province, where you will meet your tour manager in the South Shore community of Levis.

Begin your visit with a short ferry ride across the mile-wide St. Lawrence River to admire the impressive Old Town.

Upon arrival, your guide will lead you on a walking orientation tour through the lower city, ending with a ride on the funiculaire to the boardwalk across the street from Place d'Armes. Enjoy a Port of Quebec walking tour ending at the Chateau Frontenac. Walk a few steps to Notre Dame de Quebec Cathedral and then to Le petit Seminaire de Quebec for a short visit to its beautiful courtyard.

Continue to the Quartier Latin for dinner. After dinner, walk to the Plains of Abraham for a visit to a unique, stone fortification that was erected in the mid-nineteenth century to protect Québec City from an invasion from, of all places, America. Arrive at Martello Tower One for an interesting, interactive lesson about military strategy of the era, and about the harsh lives led by the soldiers stationed here. (D)

Enjoy an indulgent breakfast in a charming, centuries-old building in the Quartier Petit Champlain, then walk to the Terrasse Dufferin for a group photo overlooking the Chateau Frontenac.

After the photo, visit Musee de la Civilisation.

After lunch depart for the magnificent Basilique Sainte-Anne-de-Beaupre;. This gothic cathedral is renowned for its enormous proportions and superb stained glass windows. More than a million visitors tour the basilica every year.

After the Basilique depart for the Parc de la Chute Montmorency, where the first battle between Generals Wolfe and Montcalm took place during the epochal summer of 1759. Upon arrival at Montmorency Falls, you will walk across a footbridge that crosses directly over the top of the 275-foot high falls, then down a 250-foot staircase that's so close to the face of the falls, you'll feel the mist.

Depart for a ride through the rolling hills and quaint villages of rural Quebec to an authentic French-Canadian sugar shack. After an all-you-can-eat dinner of typical Quebecois fare, you'll learn some traditional dances and folk songs, and your evening will end with a sugar-on-snow party, with real maple syrup and real snow (stored in the winter and served every day of the year).

(B,D)

Begin your day with breakfast. Then walk next door to the Musée du Fort where you will learn about the many battles between the French, British and American armies; the presentation will end with a highly educational depiction of the decisive Battle of the Plains of Abraham, and a quiz to see how much history you absorbed. Walk to the Quartier Petit Champlain the oldest part of Quebec City. There you'll be free for lunch and some last-minute souvenir shopping and picture taking on your own amidst the ancient graystone buildings and cobblestoned streets dating back to the 1600s. Depart for home.

(B)

**DISCLOSURE BY NON-ELECTED PUBLIC EMPLOYEE
OF TRAVEL EXPENSES SERVING A LEGITIMATE PUBLIC PURPOSE
AS REQUIRED BY 930 CMR 5.08(2)(d)1.**

NON-ELECTED PUBLIC EMPLOYEE INFORMATION	
Name of non-elected public employee:	Jennifer Gray
Title/ Position	Teacher
Agency/ Department	Parker Middle School
Agency address:	45 Temple St Reading, MA 01867
Office phone:	603-475-3467
Office e-mail:	Jennifer.ggray@reading.k12.ma.us
Write an X to confirm each statement.	<p>I am filing this disclosure because:</p> <p><input type="checkbox"/> I am going to engage in an activity that serves a legitimate public purpose, i.e., it is intended to promote the interests of the Commonwealth, a county or a municipality; and</p> <p><input checked="" type="checkbox"/> A non-public entity (but not a lobbyist) has offered to reimburse, waive or pay travel expenses and costs worth more than \$50.</p>
ACTIVITY THAT SERVES A LEGITIMATE PUBLIC PURPOSE	
Describe the activity which is the reason for traveling.	The chaperone is responsible for the safety of Parker Middle School students for the duration of the three-day trip.
Describe your participation in the activity.	The chaperone is responsible for the safety of Parker Middle School students for the duration of the three-day trip.
Date, time and location of activity.	7:00 am, Wednesday, April 26th – 9:00 pm, Friday, April 28 th 2023 Bus for travel Sightseeing in Quebec, Canada Overnights at hotel
Please explain how the activity will promote the interests of the Commonwealth, a county or a municipality.	This is an education trip for French students to experience Canadian culture and practice speaking French in a real-world situation.

	TRAVEL EXPENSES
Identify the person or organization that offered to reimburse, waive or pay your travel expenses.	ACIS travel company covers cost of one chaperone per ten students who pay to attend the trip.
Address of person or organization.	ACIS 343 Congress St. Suite 3100 Boston, MA 02210
Provide information in as much detail as possible:	<i>Itemization and explanation of amounts offered:</i>
Transportation:	<i>Air, train, bus, and taxi fare and rental car hire, etc.</i> Bus
Lodging:	<i>Overnight accommodations.</i> Hotel – Chateau Frontenac
Meals:	<i>Breakfast, lunch, dinner, special events.</i> 2 breakfasts, 2 dinners
Admission:	<i>Registration, admission, tickets, etc.</i> Admissions to sightseeing
Other (please list):	<i>Refreshment, instruction, materials, entertainment, etc.</i> n/a
Total:	\$1,099- \$1,239
Write an X beside any statement that applies.	<input checked="" type="checkbox"/> I have attached the relevant itinerary. <input type="checkbox"/> I have attached the relevant agenda.
Employee signature:	Jennifer Gray
Date:	11/2/2022

Attach additional pages if necessary.

Complete the disclosure and submit it to your appointing authority.

DETERMINATION BY APPOINTING AUTHORITY

	APPOINTING AUTHORITY INFORMATION
Name of Appointing Authority:	
Agency and Title/Position:	
Agency address:	
Office phone:	
Employee who filed the disclosure:	
	DETERMINATION
To give approval, check <u>both</u> statements.	<p>Upon consideration of the facts disclosed by the employee above, I find that:</p> <p><input type="checkbox"/> Acceptance of the reimbursement, waiver or payment of travel expenses will serve a legitimate public purpose, i.e., it will promote the interests of the Commonwealth, a county or a municipality; AND</p> <p><input type="checkbox"/> Such public purpose outweighs any special non-work related benefit to the employee or the person providing the reimbursement, waiver or payment.</p>
Reason that the employee's travel or attendance will serve a legitimate public purpose:	
Appointing Authority signature:	
Date:	

Attach additional pages if necessary.

The appointing authority should maintain the disclosure as a public record and give a copy of any signed determination to the employee.

**DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST
AND DETERMINATION BY APPOINTING AUTHORITY
AS REQUIRED BY G. L. c. 268A, § 19**

	MUNICIPAL EMPLOYEE INFORMATION
Name:	Jennifer Gray
Title or Position:	French teacher
Municipal Agency:	Town of Reading Parker Middle School
Agency Address:	Town of Reading – Municipal Offices 16 Lowell St. Reading, MA 01867 Parker Middle School 45 Temple St Reading, MA 01867
Office Phone:	781-944-1236
Office E-mail:	Jennifer.gray@reading.k12.ma.us
	My duties require me to participate in a particular matter, and I may not participate because of a financial interest that I am disclosing here. I request a determination from my appointing authority about how I should proceed.
	PARTICULAR MATTER
Particular matter E.g., a judicial or other proceeding, application, submission, request for a ruling or other determination, contract, claim, controversy, charge, accusation, arrest, decision, determination, or finding.	Please describe the particular matter. Chaperoning the 8 th grade trip to Quebec. April 26-28, 2023
Your required participation in the particular matter: E.g., approval, disapproval, decision, recommendation, rendering advice, investigation, other.	Please describe the task you are required to perform with respect to the particular matter. -Ride the bus to and from Reading to Quebec - Supervise students through all parts of the itinerary and support them as needed. - Be on call at night in the hotel.
	FINANCIAL INTEREST IN THE PARTICULAR MATTER
Write an X by all that apply.	<input checked="" type="checkbox"/> I have a financial interest in the matter.

	<input type="checkbox"/> My immediate family member has a financial interest in the matter. <input type="checkbox"/> My business partner has a financial interest in the matter. <input type="checkbox"/> I am an officer, director, trustee, partner or employee of a business organization, and the business organization has a financial interest in the matter. <input type="checkbox"/> I am negotiating or have made an arrangement concerning future employment with a person or organization, and the person or organization has a financial interest in the matter.
Financial interest in the matter	Please explain the financial interest and include a dollar amount if you know it. The travel company allows one chaperone for every ten students at no cost. As one of the pre-allotted chaperones, my expenses for the trip are paid.
Employee signature:	
Date:	

DETERMINATION BY APPOINTING OFFICIAL

	APPOINTING AUTHORITY INFORMATION
Name of Appointing Authority:	
Title or Position:	
Agency/Department:	
Agency Address:	
Office Phone:	
Office E-mail	
	DETERMINATION
Determination by appointing authority:	As appointing official, as required by G.L. c. 268A, § 19, I have reviewed the particular matter and the financial interest identified above by a municipal employee. I have determined that the financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.
Appointing Authority signature:	
Date:	
Comment:	

--	--

Attach additional pages if necessary.

The appointing authority shall keep this Disclosure and Determination as a public record.

Form revised February, 2012

Traveling with ACIS USA and ACIS Visit Canada

DAILY SCHEDULE, ACCOMMODATIONS AND MEALS

ACIS tours combine just the right mix of planned educational excursions and time for exploration. Check your tour itinerary for details, but as a general rule you can expect the following:

YOUR TOUR MANAGER

Your tour manager, your bus group leader, is rigorously trained and specially selected to assist your group in having the best tour. ACIS Tour Managers are comedian-funny, historian-interesting, and secret-agent-cunning. They're part

commentator, counselor, troubleshooter, advocate and stopwatch! She or he supervises hotel check-ins, directs the bus driver and leads educational activities. We always want you to have the best tour managers in the city with you, so on some multi-city trips you may have a different one in each city.

IN THE CITY

A typical day involves sightseeing or local field trips, with time built in for shopping or visiting a sight or museum specific to your group's interests. Evenings are organized by your group leader or tour manager and may include a local activity like a theater performance or themed walking tour.

ON THE ROAD

If you're traveling between cities by bus, you'll usually have a rest stop every two to three hours, and in some instances if the group is changing cities in the middle of the trip your tour manager might not join you. Rest assured, he or

she will make sure you are well prepared for this short journey to your next city before you meet your second guide.

MEALS

You will enjoy a variety of meals on tour, mixing both native and familiar cuisines depending on your area of travel. Keep an open mind and be willing to sample everything—that's what travel is all about! Most days, you will be served a continental breakfast and dinner at a local restaurant or the restaurant in your hotel. For lunch, do what the locals do; instead of having an expensive restaurant meal, buy fresh ingredients at a local market, then put together a sandwich and have a picnic lunch in a city park or eat in a fun local hangout.

For details about what is included in your program fee, please see the Terms and Conditions on page 5.

she will make sure you are well prepared for this short journey to your next city before you meet your second guide.

HOTEL

ACIS places a priority on booking quality hotels in good

Register for your Tour

1. CHOOSE HOW YOU WOULD LIKE TO REGISTER

The first thing you should do is read this registration booklet carefully. It's filled with a lot of important information related to your trip. Next, you should get your Group #, Departure Date and Program Name from your group leader. You can register for your trip in two ways:

- 1) Online: Register online at www.acis.com/register. Make your initial payment by MasterCard, Visa or through our Automatic Payments Plan.
- 2) Paper: Complete the registration form in the back of this booklet and mail it with your initial payment to ACIS, 330 Congress Street, Suite 5, Boston, MA 02210. We accept checks or money orders made payable to "ACIS." (Do not send cash).
- 3) Make a copy of your registration form and provide it to your group leader as they will need a physical

copy when you are traveling. Initial Payment: The minimum payment required to enroll is \$200.

Important Notes: Be sure to write your full name (first, middle and last) and date of birth exactly as they appear on your passport or birth certificate. The minimum age for travel with ACIS is 5 years old. ACIS communicates via email to cover invoicing and other important information. **Please provide accurate participant and parent email addresses** during registration so that these vital trip details are not missed.

2. CHOOSE A PROTECTION PLAN

Peace of mind is key—make sure you have the level of protection that's right for you. Your ACIS program fee includes Basic Protection coverage. **ACIS recommends that participants upgrade to our Ultimate-Plus Protection Plan, which offers enhanced on-tour coverage plus the ability to cancel for any reason and receive a full refund.** For details of plan policies, please see the "Protection Plans" section on page 4 of this booklet.

MOST ENHANCED health program interruption, bag delay/loss and travel delay \$25 per day protection while on tour. \$100 surcharge for participants age 66+

days before departure.

STANDARD health coverage*, tour. No baggage delay policies apply in all cases.
program interruption, and coverage. Included in program fee
travel delay protection while on **STANDARD** cancellation

Plans must be purchased for the entirety of the tour, including departure and return dates. *Health coverage is not

available for trips within the U.S. **3. IMPORTANT TRAVEL NOTES**

YOUR PASSPORT AND BIRTH CERTIFICATE

For ACIS groups traveling to Canada by bus, participants under age 19 should bring their Passport Book (or Passport Card) or their original (or a certified copy of their) birth certificate with them for identification. Bus participants aged 19 and over by the last day of their tour must bring their Passport Book or Passport Card to be granted entry to Canada. For ACIS groups traveling to Canada by air, Passport Books are required for all participants regardless of age. Passport processing times have increased, so apply for yours today. Contact your local post office or county office for the forms. For up to date travel and Canadian entry information, please visit: <https://travel.state.gov>.

NON-U.S. CITIZENS—IMPORTANT

Non-U.S. citizens are responsible for obtaining all documents, including visas, needed to enter the country to be visited and for reentry. Please consult the consular offices of the country on your itinerary, as well as the Bureau of Citizenship and Immigration Services, for complete information. For a current list of countries from which citizens need visas to enter Canada, visit: www.cic.gc.ca/english/visit/visas.asp.

the date of your first invoice. Participants who have not paid \$400 by this deadline will be assessed a \$35 Deposit Late Fee and will be subject to cancellation.

- Full payment for your trip is due 60 days prior to your departure date.

FLIGHTS

On domestic flights, individuals age 18 or older must travel with a form of ID that complies with REAL ID requirements, or provide acceptable alternative ID as outlined on the TSA website. Individuals under 18 are exempt from this requirement so long as an accompanying adult complies. For more details please visit: <https://www.dhs.gov/real-id>.

VISAS AND LETTERS OF CONSENT

Letters of consent signed by parents/legal guardians are required for participants under 18 years of age. Contact your group leader for details.

ADULT TRAVELERS

ACIS tours are designed primarily for students. As such, to cover the cost of increased fees, adult travelers age 21 and older must pay a \$30 surcharge and double or single room accommodation fees as follows: Singles: \$95/night (where available); Doubles: \$50/night (\$70/night for cruises). All rooming requests must be received by ACIS 90 days prior to departure and may not be available on all programs.

Payment

Plans **4. CHOOSE A PAYMENT**

PLAN

You have two ways to pay for your tour:

A) AUTOMATIC PAYMENTS PLAN

We'll divide your total program balance into smaller monthly installments, which will be withdrawn from the checking account you provide. You can track your payments anytime on the My Account section of www.acis.com. Sign up for Automatic Payments by filling in that option on the paper registration form or by selecting that payment method during the online registration process.

Note: The deadline to enroll for Automatic Payments is 101 days prior to your departure date. You will be sent a notification email once your enrollment is confirmed.

B) MANUAL PAYMENTS PLAN

After making your initial payment, you'll then complete your payments by the following steps:

- An additional \$200 in program fees will be due 30 days from

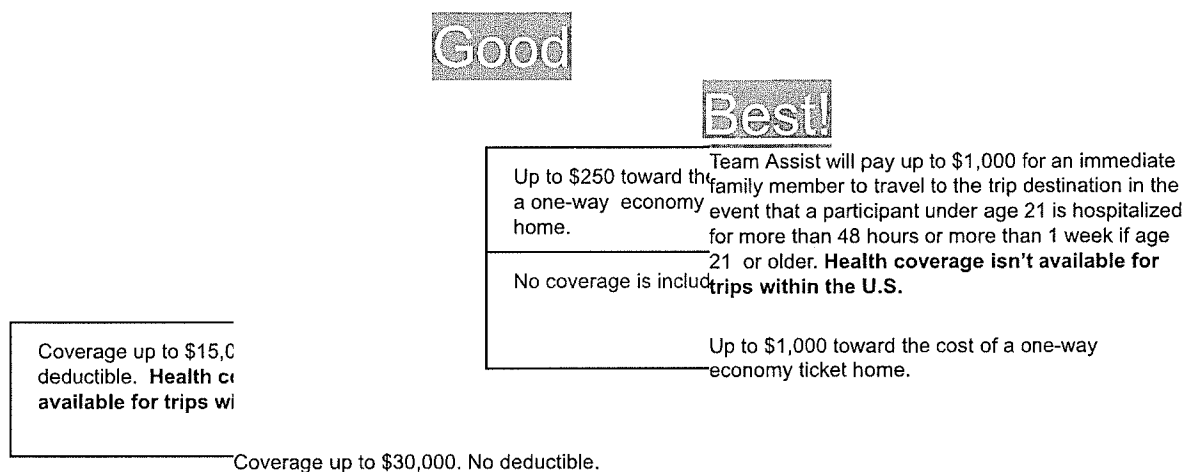
IMPORTANT PAYMENT INFORMATION

- If you do not pay in full by 60 days prior to departure, you will be assessed a \$35 Full Payment Late Fee.
- If you do not pay in full by 45 days prior to departure, your reservation will be cancelled as airlines and hotels cannot continue to reserve space.
- If you register within 100 days prior to your departure date, there may not be time to send an invoice prior to the full payment deadline. In order to avoid a late fee, we recommend that you send the full payment with your registration. If you register less than 60 days prior to departure, be sure to include the full payment of all trip fees and the \$35 Full Payment Late Fee with your registration. **Late registrations are subject to availability and must be paid by credit card, cashier's check or money order. We cannot accept personal checks within 60 days of departure.**

Protection Plans

ON-TOUR COVERAGE

Your ACIS program fee includes Basic Protection Plan coverage. Health Protection and Travel Delay/Quarantine coverage is underwritten by Crum & Forster SPC under Policy # CC001381-VA and supported by the Team Assist Plan. Full plan details are available at <https://acis.com/visit-america-on-tour-coverage/>.



If bags are delayed for more than 36 hours on your outbound journey, ACIS will pay \$50 for emergency purposes. If bags are stolen or lost, up to \$1,000 total will be reimbursed if a signed police or airline report accompanies the claim. \$50 deductible applies.

If your trip is delayed 12 or more hours, up to \$150 per day of traveling expenses will be reimbursed by Team Assist up to a maximum of \$1,500. Travel Delay Protection coverage also applies if you are forced into medical isolation overseas by a recognized government authority due to having, or being suspected of having, a contagious disease.

CANCELLATION & SUPPLEMENTAL COVERAGE

Cancellation coverage is underwritten by the United States Fire Insurance Company and ACIS. Full plan details are available at <https://rb.gv/fsnmqa>. Refund amounts include the cost of overseas health protection.

All payments less \$200	All payments less \$75
All payments less \$300	

All payments less \$400	
All payments less \$500	All payments less \$200
No refunds	All payments less \$400
	No refunds

Full cash refund (less the cost of the protection plan itself)

No refunds

Standard refunds above apply

Full cash refund (less the cost of the protection plan itself)

transportation costs to leave and/or re-join your program in progress.

No additional coverage up to 150% of trip cost to cover missed portions of your program and additional

No additional coverage If your trip is delayed 6 or more hours, receive \$150/day (\$750 maximum) to cover additional expenses.

Cancellation Coverage Details

The Ultimate-Plus Protection Plan offers a full refund in cash for any reason up to 4 days before departure. Within 4 days of departure until your trip departs, full refunds are only available for medical and job loss-related reasons as stated below.

The Basic Protection Plan is intended to provide core health and travel delay protection on tour and does not offer any special cancellation benefits for medical or job loss-related reasons.

PROVISION OF REFUNDS

Refunds under our Ultimate-Plus plan will be made in two separate payments, coming to you from United States Fire Insurance Company and ACIS. Groups from New York state, all-adult groups, and non-U.S. citizens are not covered under USFIC's cancellation protection. For these individuals, the same cancellation protection is available, but it will be provided by ACIS with all refund payments coming from ACIS directly.

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ACCEPTABLE MEDICAL AND JOB LOSS-RELATED

REASONS: 1. If you or a member of your immediate family (spouse, domestic partner, child, parent, grandparent, sibling or legal guardian) become ill, are seriously injured or die (medical documentation required).

2. If an adult participant or either parent/legal guardian of a student participant is laid-off (which must be documented with the appropriate forms from the Social Security Administration). Notification must be made to ACIS within seven days of job termination for this benefit to be in force. Program cancellations only.
3. Additional circumstances that may trigger enhanced refunds and on-tour coverage under our Ultimate and Ultimate-Plus Protection Plans can be found in our full protection plan contract, which is available at <https://rb.gy/fsnmqa>.

CANCELLATION NOTES

1. If you elect to obtain a refund, that refund shall be ACIS' sole responsibility to participants and parents/legal guardians. **All cancellations must be submitted in writing to ACIS' Boston Headquarters at 330 Congress Street, Suite 5, Boston, MA 02210, or by email to accounts@acis.com.** Any refund that you are owed will be sent within 45 days of receipt of your cancellation request.
2. Refund amounts include the cost of overseas health protection. The Ultimate Plus Protection Plan Fee and any visa fees are non-refundable and non transferable. Non-refundable fees also include, but are not limited to, ACIS Travel Credit Voucher credits, late fees and cancelled check fees. ACIS Travel Credit Vouchers are transferable, are not redeemable for cash and expire two years from the date of

issue. Please contact ACIS for more details.

- Refunds are not available for missed meals, accommodations, transportation (including flight costs) or activities once the program has started unless you have selected our Ultimate-Plus Protection Plan and encounter a trip interruption for a covered reason. Minor alterations in programs will not result in refunds.

REINSTATEMENT FEES

Cancelled participants who request to be reinstated must send full payment, including a \$50 Reinstatement Fee (plus any additional airline charges), in the form of a cashier's check or credit card, along with a written request to be reinstated. Reinstatements are

subject to airline and hotel availability.

TRAVEL SECURITY CLAUSE

As part of the Basic Protection Plan provided by ACIS, a group's itinerary may be rerouted or rescheduled at no cost to participants if the U.S. Department of State issues a Level 4 Travel Advisory that Americans should not travel to any country scheduled on the itinerary and the official Level 4 Travel Advisory is in effect within 90 days prior to departure. This clause also applies if the U.S. Department of State states there has been a terrorist attack against U.S. interests within 90 days prior to departure and within 50 miles of a city being visited.

Terms and Conditions

These Terms and Conditions are valid for all ACIS Program registrations after December 4, 2020 and are subject to change with or without notice. However, the applicable Terms and Conditions for your program are those set forth on the ACIS website at www.acis.com/student-resources at the time you register for a program.

WHAT IS INCLUDED IN THE PROGRAM FEE?

Basic Protection Plan coverage. Round-trip air or ground transportation from the designated U.S. departure city. Accommodation in quadruple rooms. Service of an ACIS Tour Manager (except on "Your Way" programs) and an overnight hotel security guard. And, all charges for departure taxes, airport, airline and federal security fees and fuel surcharges.

WHAT IS NOT INCLUDED IN THE

PROGRAM FEE? Non-refundable passport fees. Non-refundable Ultimate Plus Protection Plan fees. Beverages with meals. Lunches. Laundry. Checked bag fees on tours involving a flight. Optional excursions. Extensions. Dinners and tour manager on "Your Way" programs. Tips to tour manager, long distance bus driver and cruise ship staff. Expenses incurred during free time periods. Overnight lodging and meals prior to departure or upon return. Non-refundable visa and visa processing costs for destinations which have visa requirements (note: visas and visa processing costs for non-U.S. citizens may be higher). Transportation from participant's home to the airport or site of the group's departure and back. Weekend surcharge of \$40 (prior to May 16) or \$50 (May 16 onwards) in each direction if the departure or return dates fall on a Friday, Saturday or Sunday for all tours with flights. All applicable adult surcharges. Airport taxes that are collected on the spot in foreign airports.

CUSTOMIZED PROGRAMS

Due to advance reservation fees related to specific group requests, ACIS reserves the right to change the non refundable portions of the program fees. Penalties will depend purely on the refund policy of the local operators. Higher initial deposits may also be required in order to hold reservations, which may be non-refundable in the event of a cancellation, notwithstanding and in excess of the standard refund policy contained herein. Your group leader will be responsible for communicating if such a booking pertains

to your group.

ENROLLMENT DEADLINES/WAITING LIST

Registrations are processed in the ACIS Boston office only upon receipt of a completed and signed registration form together with the appropriate payments. ACIS reserves the right to refuse any registration at its sole discretion including but not limited to when ACIS air or land space is full or after ticketing deadlines. New enrollments are not generally accepted within 60 days of departure. In the unusual circumstance that a new application is accepted within 60 days of departure, full payment plus the appropriate late fee must be paid in the form of a cashier's check, money order or by credit card upon an application for registration, and the participant may be subject to additional air or land surcharges. If an application for registration is not accepted by ACIS, a full refund will be made within 45 days of ACIS's decision not to accept the application for registration. Participants who are placed on a waiting list will receive notification at least 45 days prior to departure whether they have been accepted off the waiting list and, if not accepted, will receive a full refund.

PAYMENT PROCESSING

When you provide a check as payment, you authorize us either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check, image or draft transaction. For inquiries, please contact us by any of the methods listed on page 2.

RETURNED CHECKS

ACIS will assess a \$50 Return Check Fee for each returned check.

LATE FEES

Participants who fail to make the appropriate payments or meet payment deadlines will be charged the late fees outlined on page 3. These fees are non-refundable.

CAN I CHANGE MY PASSPORT NAME?

ACIS will assess a \$250 Name Change Fee plus any additional airline charges to all registered participants who request a passport name change within 90 days of departure.

DEPARTING FROM A DIFFERENT U.S. CITY

Participants not originating from the same U.S. departure city as the main group on a flight-based itinerary

will be required to pay a \$175 Alternate Gateway Fee and will not be guaranteed air routings with the main group. Depending upon their airport arrival time, these participants may not be met at their arrival airport and may have to make their own way to their first hotel. In these cases, ACIS will provide a standard transportation allowance. Participants wishing to fly internationally with the main group must arrange their own transportation to and from the main group's airport.

EXTENDING YOUR STAY

Please confirm the departure date and gateways of your program with your group leader before making your own bookings, as these may be subject to change. In order to return independently from the group on a flight-based itinerary, participants must complete an Alternate Return Request Form, indicating a specific alternate return date and city. ACIS will invoice participants a \$175 Alternate Return Fee, weekend surcharge (if applicable) and any additional airline charges if this option is selected. Each subsequent change will be \$130 plus applicable fees. Full flight and date details along with the Alternate Return Request Form must be received by ACIS at least 90 days prior to departure. No additional changes can be made within 65 days of departure. Otherwise, if participants wish to alter flight arrangements from scheduled program dates, they must plan to make their own domestic and international flight arrangements. All participants flying independently from the group must make their own ground transportation arrangements to and/or from their departure city and/or arrival airport. Neither ACIS nor the group leader supervising the group is responsible for the participant in any way (including but not limited to safety, travel protection and arrangements and accommodations) when the participant is not part of the program for the main group as scheduled by ACIS. All individual changes proposed by a participant must be submitted to ACIS in writing. The particular airline used shall be determined by ACIS. Confirmation of special flight arrangements is also subject to availability and will normally be made within 45 days of departure. No extensions to your stay may be made at the beginning of your program. Please note: ACIS travel protection begins on the first day of your ACIS program and ends on the last day of your ACIS program.

BUYING YOUR OWN AIRLINE TICKET

Please confirm with your group leader the correct departure date and gateways of your group before making your own bookings on a flight-based itinerary, as these may be subject to change. Travelers may choose to purchase only the land portion of programs; contact ACIS for more details. Should you choose to purchase only the land portion of program, you must make your own round-trip travel arrangements and join the group in your program at the first hotel accommodation. Neither ACIS nor the group leader is responsible for the participant in any way when the participant is not part of the main group in your program. Participants who change from an ACIS flight to their own transportation (No Airfare, or NAF) or vice versa less than 90 days prior to the scheduled departure date will be charged \$175 plus any additional airline fees for each change. ACIS provides internal flights for NAF participants if included on the itinerary. Notification of such change must be in writing. No change can be made within 65 days of departure.

OPTIONAL EXCURSIONS, EXTRA DAYS, EXTENSIONS, AND SPECIAL REQUESTS

Optionals, extra days, extensions, homestay/language courses or special requests are only available when all group members participate. The deadline to enroll and pay for all optional excursions, extra days and extensions is 90 days prior to departure. Cancellation or unavailability of optional excursions, extra days or extensions shall not entitle participants to cancel basic programs. Once paid for by the participant, optional excursions, extra days and extensions are not refundable.

CHANGES IN ITINERARIES AND PROGRAM ASSIGNMENT

ACIS reserves the right to make changes in departure dates, departure cities, itinerary sequence, trip direction, airlines, hotels, restaurants, optional excursions, activities, ship assignment or cruise ports-of-call. Additional fees may apply if your group agrees to change to a different itinerary proposed by ACIS. On certain dates, especially holidays, some attractions or activities may be closed. ACIS reserves the right to substitute attractions or activities with others of generally similar interest, appeal or value. Such changes are not grounds for withdrawal from the program except as noted under our Cancellation Coverage. ACIS may permanently cancel a specific program up to the day the program is scheduled to begin due to insufficient enrollment, unforeseen operational difficulties, lack of projected availability of itinerary specifics, governmental travel restrictions or warnings, health concerns (including but not limited to pandemics) or any other reason in its sole discretion. If ACIS cancels a program without offering an alternative program and/or alternative dates for the original program, a full refund will be made within 45 days of the cancellation. However, if ACIS offers an alternative program and/or alternative dates for the original program, any cancellation by a participant is subject to our standard cancellation refund policies. In the event of a cancellation or rescheduling of a program for any other reason, participants are limited to our standard refund policies. By registering for a program, you agree that ACIS shall have no obligation to refund any amounts to you beyond

what is required under the Terms and Conditions under any circumstances and upon registration for a program you agree to waive any and all claims for additional refunds or compensation no matter the reason beyond what is stated in the Terms and Conditions.

FINALIZING DEPARTURE DATES

ACIS reserves the right in its sole discretion to reassign participants to another departure date and/or itinerary. ACIS will notify group leaders of their group's exact day of departure, and the group leader, in turn, will be responsible for informing participants.

DEPARTURE INFORMATION

At ACIS's discretion, one of JFK, LaGuardia and Newark airports will typically be used for New York flight-based departures and Dulles and National airports will typically be used for Washington D.C. flight-based departures.

However, ACIS reserves the right to use alternate airports in a city at its discretion. Participants who change departure cities between 90 and 65 days of departure will be charged a minimum of \$175. Notification of such change must be in writing. Changes cannot be made within 65 days of departure. No stopovers in the U.S. or Canada are allowed.

FLIGHTS

ACIS primarily utilizes regularly scheduled flights. However, equipment, routing and itinerary for particular flights may be modified by the direct air carrier or by ACIS. Single plane service is not guaranteed; alternative aircraft of any carrier may be substituted at any time, and aircraft may make additional stops. Such changes will not create a right to cancellation or refund. ACIS is not responsible for flight delays, missed connecting flights, long layovers or any expenses related to any delays. ACIS books regular economy class seats and is unable to accommodate requests for any type of upgrade due to the terms and limitations of our airline group travel contracts. Participants interested in a seating upgrade will be charged a \$150 Upgrade Fee, plus additional airline charges. These charges may also be subject to different cancellation policies as upgraded tickets are handled outside our group contract and may be non refundable under airline policies upon purchase.

TICKETS AND FINAL DETAILS

The specific flight itinerary will be made available at least 45 days prior to departure. Airline ticket information will be sent only if full payment and the signed release from all participants has been received by ACIS. Please note that ACIS only sends travel documents directly to the group leader, to individuals who are traveling from different cities than the rest of the group and to participants registering without a group leader.

LUGGAGE

Due to bus restrictions, the limit is 44 lbs. per person, which includes one suitcase and one small carry-on item. For groups traveling by flights, only a carry-on bag is included in your ticket. Any airline baggage fees are the responsibility of the traveler. Luggage travels at the risk of the participant, and ACIS is not responsible for any delay, loss or damage of or to luggage or its contents. Most airlines strictly adhere to a policy of one carry-on bag. Please check with the specific air carrier involved in your program directly for their specific baggage

liability limitation. Participants are responsible for any and all airline luggage fees. Airlines are generally not responsible for any act or event occurring when the participants are not on board their planes or conveyances. The airline regulations and the participant's contract with the airline, when issued, shall constitute the sole contract between the airline and the participant. Any and/or all transportation companies mentioned herein or arranged by ACIS in connection with your program shall have no liability to any traveler aside from their liability as common carriers.

TOUR MANAGERS

ACIS groups are generally accompanied by an ACIS Tour Manager or local representative. ACIS Tour Managers do not normally accompany groups on "Your Way" programs. Tour managers are specialists in the city you are touring, so on multi-city tours you may have more than one assigned.

GROUP SIZE

ACIS reserves the right to offer small groups the choice of moving to an alternate itinerary and/or departure date, or in some cases paying a small group surcharge. For custom designed itineraries, ACIS reserves the right to charge a small group surcharge in the event the original projected participant numbers which were provided by the group leader and upon which the itinerary's costing was based are not attained. It is at the group's discretion whether to accept the small group surcharge, modify the itinerary or transfer to a program suggested by ACIS.

ADULT TRAVELERS

In exceptional cases when a double room is not available for those who paid the double room surcharge, a refund of \$50 per night (or \$95 per night for a single, depending on rooming type) will be made by ACIS.

RESTRICTIONS ON ACIS LIABILITY

Notwithstanding any other provision of these Terms & Conditions, you acknowledge and agree that ACIS, its owners, parent entities, subsidiaries, affiliates, directors, officers, agents, employees, the group leader, and host schools, including any person or entity employed or utilized by ACIS or host schools in any foreign country, shall not be liable for any injury, loss, damage, accident, delay or expense experienced by you for any reason in connection with ACIS' failure or delay in performing any of its obligations hereunder occurring as a result of events beyond its control, including, without limitation, acts of God, war, terrorism, strikes, lockouts, incidents of politically-motivated violence or sanctions, sickness or quarantine, partner bankruptcies or discontinuance of services, government restrictions or regulations, pandemics, or health concerns. Although ACIS may endeavor to work with customers to minimize any losses, delays or expenses resulting from any such event, ACIS does not guarantee any right to a refund, travel credit, or postponement of travel, except to the extent provided under the Terms and Conditions that apply to your program or the Protection Plan in which you participate. This limitation of liability also pertains to ACIS, absent its own gross negligence, in its use of any vehicle or other method of transport or from ACIS' selection of, or from any act or omission by, any host family,

bus or car rental agency, steamship, airline, railroad, taxi or tour service, hotel, restaurant, school, university, or other firm, vendor, agency, company or individual.

ADDITIONAL INFORMATION

Effective date of protection plan coverage is the day you depart for the ACIS program for which you are registered. Coverage terminates the day you have returned to your place of residence in the United States or at the end of the ACIS program for which you have registered. Please note that the descriptions in the promotional brochure or web site are sample program descriptions only. Your actual itinerary may be reversed or may vary from the original description. The final itinerary which your group leader receives shortly before departure constitutes the program which will be provided by ACIS. No warranties apply to any program except as expressly stated by ACIS in

the Terms and Conditions.

FINANCIAL SECURITY

ACIS shares the coverage available under the USTOA \$1 Million Travelers Assistance Program with affiliates of the American Council for International Studies who, as an active member of the USTOA, is required to post \$1 Million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA \$1 Million Travelers Assistance Program, the advance payments of ACIS customers in the unlikely event of ACIS bankruptcy, insolvency or cessation of business. Further, you should understand that the \$1 Million posted by ACIS and shared among its affiliates may be sufficient to provide only a partial recovery of the advance payments received by ACIS. More details of the USTOA Travelers Assistance Program and a list of affiliates may be obtained by writing to

USTOA at 345 Seventh Avenue, Suite 1801, New York, NY, 10001, or by email to information@ustoa.com or by visiting their website at www.USTOA.com.

SPECIAL PROVISION/MEALS

Traveling with ACIS will require the ability to walk certain distances, navigate stairs and transport luggage. Travelers should anticipate encountering natural and architectural barriers outside the United States which ACIS cannot and does not control and for which ACIS cannot provide alternative accommodations. Special meals and/or medical supervision will not be provided by ACIS. Porterage is not included on ACIS programs. ACIS offers and provides services on a fair, equitable and nondiscriminatory basis, without consideration of any factor or characteristic

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prohibited by law and with equal opportunity for all applicants and participants. ACIS complies with all laws prohibiting discrimination.

ALLERGY INFORMATION

We take the risk of allergic reactions seriously. Please inform ACIS and your group leader immediately with any serious allergy concerns. It is important to note, that while

regulations, and that I may be sent home at my own expense without benefit of any refund if I do not adhere to ACIS behavior guidelines and standards and the instructions of my group leader. I understand that if I am expelled from school or otherwise disciplined by school or civic authorities, I may be declared ineligible for the trip and my participation cancelled, subject to ACIS' stated refund policies.

3. I will indemnify ACIS, its owners, parent entities, subsidiaries, affiliates, directors, officers, agents, employees, the group leader, school, school officials, host schools, including any person or entity employed or utilized by ACIS or host schools in any foreign country and hold them harmless for any liability, damages or obligation which I personally incur or sustain, or which I cause or contribute to causing to others, while participating on an ACIS program.
4. I understand it is my/my guardians' responsibility to meet the group leader accompanying me on a program with ACIS and satisfy myself/themselves as to the appropriateness of the group leader to meet my needs and I/my guardian will discuss with the group leader any special requirements for me that are requested.
5. I understand that ACIS reserves the right to reassign participants to a replacement group leader should the original group leader fail or be unable to participate in the program for any reason.

6. I understand that the air carriers' liability for loss or damage to baggage, or for death or injury to person or property, is limited by their tariffs and/or the Warsaw Convention

we will communicate all allergies that we are expressly told about by a participant to our suppliers, it is not possible to guarantee 100% allergen-free food. So, if your allergies are severe please consider the danger, and traveling on tour will be at your own risk. In all instances the participant shall be responsible for taking precautions against potential allergic reactions, and in no event shall ACIS be liable for any

and related agreements. Further, I understand that the air carriers assume no responsibility during such time that I am not on board their aircraft.

7. I understand that future ACIS/AIFS advertising

and publicity material may include statements made by participants, or their photographs/video footage (including social media content). I hereby consent to such use of my content, comments or photographic/video likenesses without the need for additional prior approval or consent.

8. I understand that I am responsible for exercising caution and common sense at all times to avoid injuries. I understand that ACIS is providing, as part of the program fee, basic protection coverage (see page 4) for my benefit, including limited health, accident and life insurance in the event of injury or illness while on an ACIS program, as well as limited program cancellation or interruption insurance if I fail to participate or am delayed in connection with an ACIS program as a result of certain specified actions or events. I acknowledge that I accept the full description and limitation of this coverage that appears in the protection brochure, a copy of which is available upon request.
9. I hereby waive and release ACIS, its owners, parent entities, subsidiaries, affiliates, directors, officers, agents, employees, the group leader, and the host schools, including any person or entity employed or utilized by ACIS or host schools in any foreign country, from all claims of or for liability, injury, loss, damage, accident, or expense in connection with a delay or failure of ACIS to perform its obligations hereunder arising or occurring as a result of events beyond its control, including, without limitation, acts of God, war, terrorism, strikes, lockouts, incidents of politically-motivated violence or sanctions, sickness or quarantine, partner bankruptcies or discontinuance of services, government restrictions or regulations, pandemics, or health concerns. ACIS will not provide any refund, travel credit, or postponement of travel, except to the extent provided under the Terms and Conditions that apply to your program or the Protection Plan in which you participate. This limitation of liability also pertains to ACIS, absent its own gross negligence, in its use of any vehicle other method of transport or from ACIS' selection of, or from any act or omission by, any host family, bus or car rental agency, steamship, airline, railroad, taxi or tour service, hotel, restaurant, school, university, or other firm, vendor, agency, company or individual.
10. If my local municipality, school, school board,

ACIS Release

1. I, the undersigned, whose name and signature appear on the reverse side of this form (and my parent or guardian if I am a minor), a registrant for a program with the American Council for International Studies, Inc. ("ACIS"), the Educational Travel Subsidiary of AIFS, Inc., hereby acknowledge that I have read and agree to the ACIS Terms and Conditions and my itinerary description, as well as those provisions contained in the Release below, and acknowledge that they form part of my agreement with ACIS including sections concerning responsibility, refunds and changes in dates, cities, hotels and prices.
2. I/my guardian voluntarily consent(s) to participate in all activities provided and/or organized by ACIS (including the possibility of biking, snow sports, horseback riding, water-based activities and homestays), and I hereby assume all risks of loss and injury that may be incurred, directly or indirectly as a result of my participation in all activities provided and/or organized by ACIS. I/my guardian also authorize(s) ACIS to arrange for professional care and treatment for myself in case of a medical emergency. I/my guardian agree(s) that if I become ill or incapacitated, ACIS may, without incurring any liability, take such actions as it considers necessary under the circumstances, including securing medical treatment for me and transporting me home all at my own expense. I agree to release ACIS from any liability for the quality and timeliness of any such medical care received or for any expenses incurred. I understand I must adhere to ACIS' Behavior Guidelines (available through my ACIS online account) while traveling and I acknowledge I have read and agree to follow such rules and regulations specified therein. I understand that ACIS will accept responsibility for travelers not following these rules and

school administration or similar group is officially sponsoring this program, I will receive written notification of that fact from my local municipality, school, school board, school administration or similar group, together with a statement of any responsibility for the program assumed by that organization. In the absence of such a written notification, I understand that the program is not officially sponsored or supported by my municipality or my school system, although they may, as a courtesy to the teacher involved, allow school or municipal premises or services to be used in connection with planning for the program. Therefore, my local school, school board, school administration, school officials, municipality and municipal officials have no liability or responsibility whatsoever with respect to the programs unless they expressly inform me otherwise in writing, and by going on an ACIS program I expressly

adverse allergic reaction caused suffered by any participant.

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release and waive all claims of any type against any or all of the foregoing in any way related to, or arising out of, the program.

11. I understand that ACIS reserves the right to make changes to the program/or program fee as described in the ACIS Terms and Conditions, without liability for refund or otherwise.
12. I understand it is my responsibility to have an acceptable form of ID to comply with the Real ID Act for any trip involving a domestic flight. I also understand that obtaining a passport, birth certificate (original or certified copy) is my responsibility. If I am not a U.S. citizen, I understand it is my sole responsibility to obtain, in advance, any visas and other documents which may be required to enter or connect through all the countries on my itinerary and to re enter the United States. If I have a passport from a country other than the United States, I must contact the local consular offices of the countries I will be visiting to obtain the necessary visas. I acknowledge that such visas are not obtainable on the spot overseas. Whether I am a U.S. citizen or not, ACIS will not be liable and I will hold ACIS harmless in the event I am unable to obtain the necessary documents for participation in the program. I understand that inability to obtain these visas and other documents does not constitute grounds for withdrawal with full refund; if this were to occur, I understand and acknowledge the standard refund policy will apply.
13. I understand that ACIS provides without charge a re-routed or rescheduled itinerary if the U.S. Department of State issues a Level 4 Travel Advisory that Americans should not travel to any country scheduled on the itinerary and the official Level 4 Travel Advisory is in effect within 90 days prior to departure. In all cases ACIS

- reserves the right to cancel, alter, relocate or postpone programs as it determines necessary without liability.
14. I acknowledge, agree to and fully accept the terms of the refund policy as outlined on page 4 of the registration booklet. I understand that all refund requests must be in writing to the ACIS office or via email from an email address associated with the account of an adult traveler or guardian of the student traveler.
 15. I understand that teachers who travel with their students will receive complimentary benefits from ACIS or its affiliates as compensation for chaperoning, preparation and organization of the educational travel program.
 16. I agree that any and all disputes with ACIS will be submitted to binding arbitration, to be conducted substantially in accordance with the rules of the American Arbitration Association. Unless ACIS agrees to a different location, the arbitration shall be conducted in Suffolk County, Massachusetts. I agree that if I do not substantially prevail in the arbitration, I will be responsible for ACIS' expenses, including lawyers' fees, incurred by ACIS in participating in the arbitration. The decision of the arbitrator shall be final and non-appealable. I understand that by signing this agreement, I am giving up my right to have any claim against ACIS decided in a municipal, state or federal court before a judge or jury.
 17. This agreement shall become effective when my application is accepted by ACIS and shall be governed by the laws of the Commonwealth of Massachusetts. This agreement cannot be modified except in writing by ACIS.

Note: Please be sure that the appropriate signatures appear on the reverse side of this form in the section designated "signatures."

7www.acis.com/american
a 7

Office Use Only

ACIS USA/Canada Registration Form

9973

to: ACIS, 330 Congress Street, Suite 5, Boston, MA 02210

Program Selection Group Leader's Last Name

Please use blue or black ink, print in CAPITAL LETTERS and fill in circles completely (ex:). Do not staple anything to this form. Please return this form Group #

Participant Information:

(MM/DD/YYYY) / / Departure Date

Program Name

Last Name (Print all of your names exactly as they appear on your passport and/or birth certificate.) First

Name Middle Name Address

City

Date of Birth

Telephone - -

State Zip

Mobile

MM/DD/YYYY / /

Participant Email

Sex: M F

First and Last Name (of someone not traveling with you)

Mobile Telephone

Billing/Permissions Contact Info: Required for participants under 21 years of age. Parent/Guardian First and Last Name

- -

Email

Relationship

Emergency Contact Info: Required for all participants.

Home Telephone _ _ Mobile Telephone _ _ **Rooming and Additional Options:** Please fill in all that apply. **Standard rooming is**

quad occupancy for travelers age 21 and under.

I would like to pay for a rooming upgrade:
double twin single with:

I will book my own round-trip transportation. (I will meet the group at the first hotel.) I would like to extend my stay after the trip. (A form will be sent to you about alternate returns.) I would like ACIS to book me from a DIFFERENT U.S. departure city than that of my group:

protection and full cancel-for-any-reason coverage). I decline additional coverage at this time.

Payment: Please pay via check or money order made payable to ACIS.
Minimum Payment: \$200.

(Both participants must pay a surcharge to guarantee a twin or double

Protection Plans: Please see page 4 or www.acis.com/travel-protection for more information. I \$. Amount Enclosed
select the Ultimate-Plus Protection Plan (with extra health

Select your preferred Payment Plan: ^{Payments)}
(If no selection is made, payment plan defaults to Automatic

Automatic – Pay in monthly installments up to 45 days pre-departure, deducted from the attached checking account.

Manual – Pay a \$200 deposit now, with another \$200 due within 30 days. Full balance due 60 days pre-departure. Late fees apply.

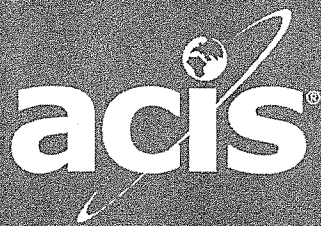
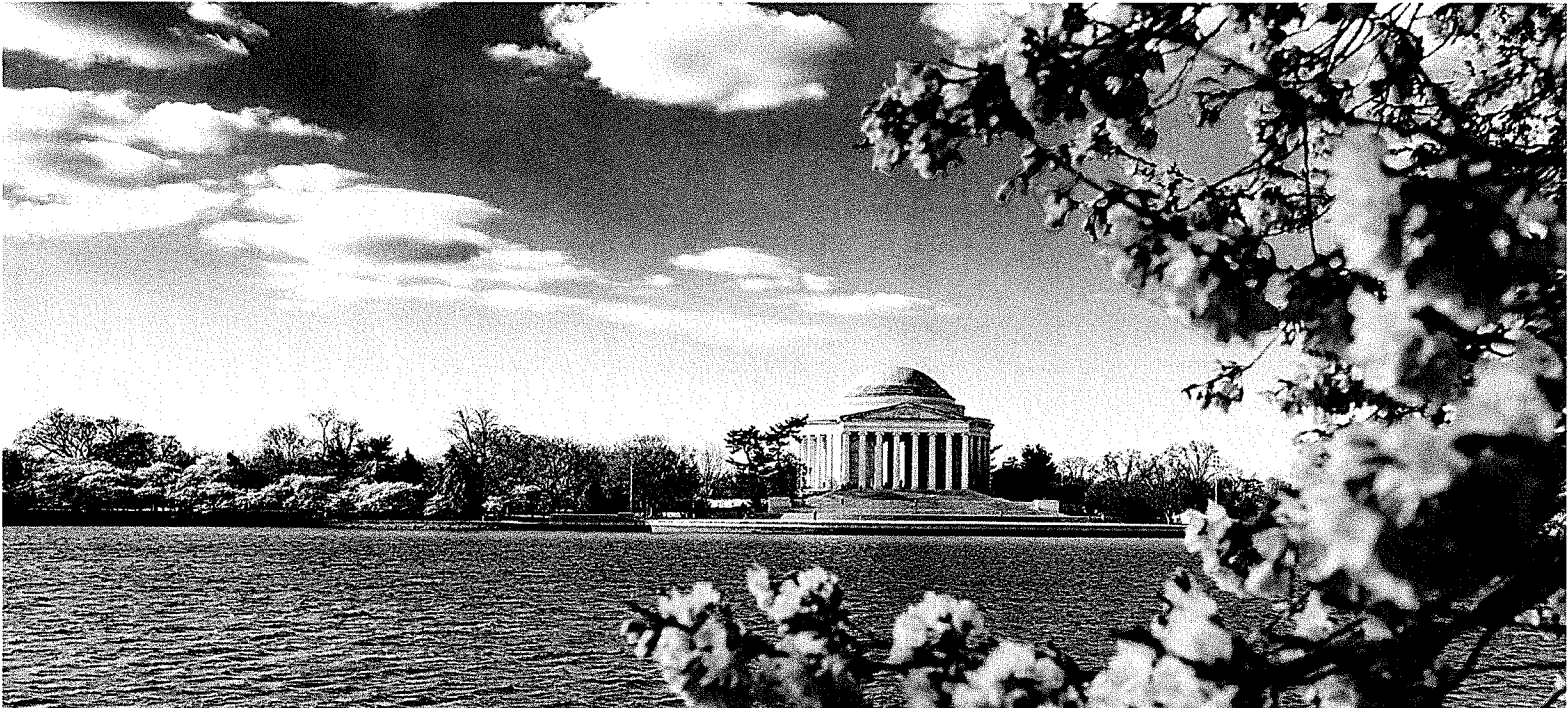
Signatures

I have read the attached ACIS Terms and Conditions and the ACIS Release and agree to be bound thereby, **and agree to be responsible for all amounts owed ACIS.** I am in good physical and mental health and am able to travel without special medical supervision or special counseling.

Signature of Registrant Date

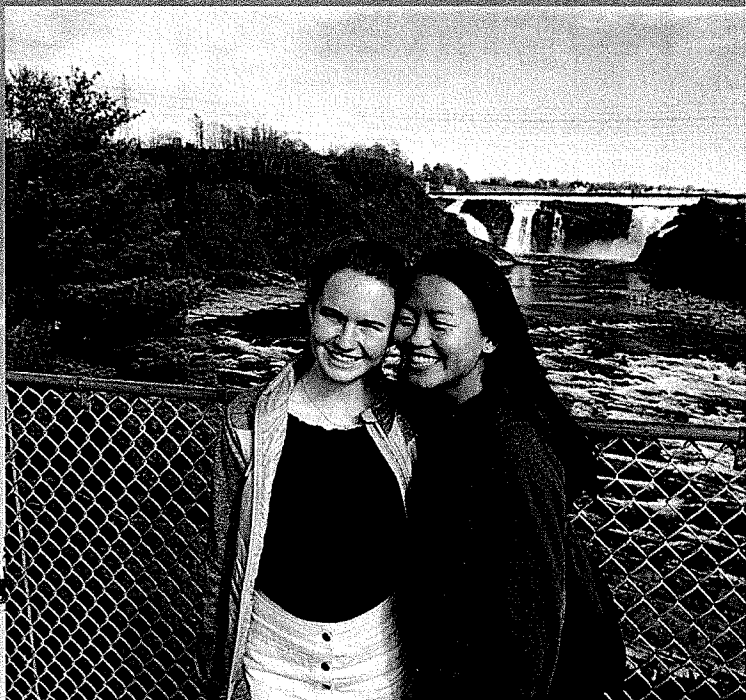
All registrants under 21 years of age must have the following section completed: I am the parent/legal guardian of the above minor registrant. I have read the ACIS Terms and Conditions and the ACIS Release, and agree to be bound thereby, and agree to be responsible for all amounts owed ACIS by the minor and any other actions by the minor on the ACIS trip. I hereby consent to the above minor registrant's participation in all activities organized and/or provided by ACIS. I hereby assume all risks of loss and injury that may be incurred, directly or indirectly, as a result of any such participation and authorize ACIS to arrange for professional care/treatment in case of an emergency.

Signature of Parent or Guardian Print Name Date



PARTICIPANT
Registration Booklet

USA/CANADA PROGRAMS



REGISTER ONLINE! www.acis.com/register

Traveling with ACIS USA and ACIS Visit Canada

DAILY SCHEDULE, ACCOMMODATIONS AND MEALS

ACIS tours combine just the right mix of planned educational excursions and time for exploration. Check your tour itinerary for details, but as a general rule you can expect the following:

YOUR TOUR MANAGER

Your tour manager, your bus group leader, is rigorously trained and specially selected to assist your group in having the best tour. ACIS Tour Managers are comedian-funny, historian-interesting, and secret-agent-cunning. They're part commentator, counselor, troubleshooter, advocate and stopwatch! She or he supervises hotel check-ins, directs the bus driver and leads educational activities. We always want you to have the best tour managers in the city with you, so on some multi-city trips you may have a different one in each city.

IN THE CITY

A typical day involves sightseeing or local field trips, with time built in for shopping or visiting a sight or museum specific to your group's interests. Evenings are organized by your group leader or tour manager and may include a local activity like a theater performance or themed walking tour.

ON THE ROAD

If you're traveling between cities by bus, you'll usually have a rest stop every two to three hours, and in some instances if the group is changing cities in the middle of the trip your tour manager might not join you. Rest assured, he or

she will make sure you are well prepared for this short journey to your next city before you meet your second guide.

HOTEL

ACIS places a priority on booking quality hotels in good locations and safe areas. You will generally stay in quadruple rooms and a security guard will be on site to provide overnight care for your group.

MEALS

You will enjoy a variety of meals on tour, mixing both native and familiar cuisines depending on your area of travel. Keep an open mind and be willing to sample everything—that's what travel is all about! Most days, you will be served a continental breakfast and dinner at a local restaurant or the restaurant in your hotel. For lunch, do what the locals do; instead of having an expensive restaurant meal, buy fresh ingredients at a local market, then put together a sandwich and have a picnic lunch in a city park or eat in a fun local hangout.

For details about what is included in your program fee, please see the Terms and Conditions on page 5.

GET READY TO TRAVEL

Now you are ready for the adventure of a lifetime! Visit www.acis.com/students for information on what to pack, how much spending money to bring, fundraising suggestions and more.

GET CONNECTED

Travel tips, photos, videos, contests, quotes, inspiring blog articles and more.



facebook



youtube



twitter



instagram

Register for your Tour

1. CHOOSE HOW YOU WOULD LIKE TO REGISTER

The first thing you should do is read this registration booklet carefully. It's filled with a lot of important information related to your trip. Next, you should get your Group #, Departure Date and Program Name from your group leader. You can register for your trip in two ways:

- 1) Online: Register online at www.acis.com/register. Make your initial payment by MasterCard, Visa or through our Automatic Payments Plan.
- 2) Paper: Complete the registration form in the back of this booklet and mail it with your initial payment to ACIS, 330 Congress Street, Suite 5, Boston, MA 02210. We accept checks or money orders made payable to "ACIS." (Do not send cash).
- 3) Make a copy of your registration form and provide it to your group leader as they will need a physical copy when you are traveling.

Initial Payment: The minimum payment required to enroll is \$200.

Important Notes: Be sure to write your full name (first, middle and last) and date of birth exactly as they appear on your passport or birth certificate. The minimum age for travel with ACIS is 5 years old. ACIS communicates via email to cover invoicing and other important information. Please provide accurate participant and parent email addresses during registration so that these vital trip details are not missed.

2. CHOOSE A PROTECTION PLAN

Peace of mind is key—make sure you have the level of protection that's right for you. Your ACIS program fee includes Basic Protection coverage. **ACIS recommends that participants upgrade to our Ultimate-Plus Protection Plan, which offers enhanced on-tour coverage plus the ability to cancel for any reason and receive a full refund.** For details of plan policies, please see the "Protection Plans" section on page 4 of this booklet.

	INSURANCE COVERAGE	CANCELLATION REFUND POLICY	RATE
ULTIMATE-PLUS PROTECTION PLAN	MOST ENHANCED health coverage*, program interruption, baggage delay/loss and travel delay protection while on tour.	MOST ENHANCED cancellation refund policy. Cancel for any reason and receive a 100% cash refund (less the cost of the protection plan itself).	\$25 per day \$100 surcharge for participants age 66+ Must be selected and paid for no later than 130 days before departure.
BASIC PROTECTION PLAN	STANDARD health coverage*, program interruption, and travel delay protection while on tour. No baggage delay coverage.	STANDARD cancellation policies apply in all cases.	Included in program fee

Plans must be purchased for the entirety of the tour, including departure and return dates. *Health coverage is not available for trips within the U.S.

3. IMPORTANT TRAVEL NOTES

YOUR PASSPORT AND BIRTH CERTIFICATE

For ACIS groups traveling to Canada by bus, participants under age 19 should bring their Passport Book (or Passport Card) or their original (or a certified copy of their) birth certificate with them for identification. Bus participants aged 19 and over by the last day of their tour must bring their Passport Book or Passport Card to be granted entry to Canada. For ACIS groups traveling to Canada by air, Passport Books are required for all participants regardless of age. Passport processing times have increased, so apply for yours today. Contact your local post office or county office for the forms. For up to date travel and Canadian entry information, please visit: <https://travel.state.gov>.

NON-U.S. CITIZENS—IMPORTANT

Non-U.S. citizens are responsible for obtaining all documents, including visas, needed to enter the country to be visited and for reentry. Please consult the consular offices of the country on your itinerary, as well as the Bureau of Citizenship and Immigration Services, for complete information. For a current list of countries from which citizens need visas to enter Canada, visit: www.cic.gc.ca/english/visit/visas.asp.

FLIGHTS

On domestic flights, individuals age 18 or older must travel with a form of ID that complies with REAL ID requirements, or provide acceptable alternative ID as outlined on the TSA website. Individuals under 18 are exempt from this requirement so long as an accompanying adult complies. For more details please visit: <https://www.dhs.gov/real-id>.

VISAS AND LETTERS OF CONSENT

Letters of consent signed by parents/legal guardians are required for participants under 18 years of age. Contact your group leader for details.

ADULT TRAVELERS

ACIS tours are designed primarily for students. As such, to cover the cost of increased fees, adult travelers age 21 and older must pay a \$30 surcharge and double or single room accommodation fees as follows: Singles: \$95/night (where available); Doubles: \$50/night (\$70/night for cruises). All rooming requests must be received by ACIS 90 days prior to departure and may not be available on all programs.

Payment Plans

4. CHOOSE A PAYMENT PLAN

You have two ways to pay for your tour:

A) AUTOMATIC PAYMENTS PLAN

We'll divide your total program balance into smaller monthly installments, which will be withdrawn from the checking account you provide. You can track your payments anytime on the My Account section of www.acis.com. Sign up for Automatic Payments by filling in that option on the paper registration form or by selecting that payment method during the online registration process.

Note: The deadline to enroll for Automatic Payments is 101 days prior to your departure date. You will be sent a notification email once your enrollment is confirmed.

B) MANUAL PAYMENTS PLAN

After making your initial payment, you'll then complete your payments by the following steps:

- An additional \$200 in program fees will be due 30 days from the date of your first invoice. Participants who have not paid \$400 by this deadline will be assessed a \$35 Deposit Late Fee and will be subject to cancellation.
- Full payment for your trip is due 60 days prior to your departure date.

IMPORTANT PAYMENT INFORMATION

- If you do not pay in full by 60 days prior to departure, you will be assessed a \$35 Full Payment Late Fee.
- If you do not pay in full by 45 days prior to departure, your reservation will be cancelled as airlines and hotels cannot continue to reserve space.
- If you register within 100 days prior to your departure date, there may not be time to send an invoice prior to the full payment deadline. In order to avoid a late fee, we recommend that you send the full payment with your registration. If you register less than 60 days prior to departure, be sure to include the full payment of all trip fees and the \$35 Full Payment Late Fee with your registration. **Late registrations are subject to availability and must be paid by credit card, cashier's check or money order. We cannot accept personal checks within 60 days of departure.**

Protection Plans

ON-TOUR COVERAGE

Your ACIS program fee includes Basic Protection Plan coverage. Health Protection and Travel Delay/Quarantine coverage is underwritten by Crum & Forster SPC under Policy # CC001381-VA and supported by the Team Assist Plan. Full plan details are available at <https://acis.com/visit-america-on-tour-coverage/>.

Coverage	Basic Protection Plan <i>Good</i>	Ultimate-Plus Protection Plan <i>Best</i>
Health Protection Includes 24 hour medical assistance, consultation, monitoring and emergency evacuation where deemed necessary by Team Assist.	Coverage up to \$15,000. \$200 deductible. Health coverage isn't available for trips within the U.S.	Coverage up to \$30,000. No deductible. Team Assist will pay up to \$1,000 for an immediate family member to travel to the trip destination in the event that a participant under age 21 is hospitalized for more than 48 hours or more than 1 week if age 21 or older. Health coverage isn't available for trips within the U.S.
Trip Interruption Medical and other interruption reasons as stated below.	Up to \$250 toward the cost of a one-way economy ticket home.	Up to \$1,000 toward the cost of a one-way economy ticket home.
Baggage Delay/Loss	No coverage is included.	If bags are delayed for more than 36 hours on your outbound journey, ACIS will pay \$50 for emergency purposes. If bags are stolen or lost, up to \$1,000 total will be reimbursed if a signed police or airline report accompanies the claim. \$50 deductible applies.
Travel Delay Protection	If your trip is delayed 12 or more hours, up to \$150 per day of traveling expenses will be reimbursed by Team Assist up to a maximum of \$1,500. Travel Delay Protection coverage also applies if you are forced into medical isolation overseas by a recognized government authority due to having, or being suspected of having, a contagious disease.	

Protection plans must be selected and premiums paid in full in order to be activated.

ACIS Protection Plans are updated each fall for the following travel year. Once finalized, a Health and Program Cancellation/Interruption Coverage booklet that outlines the specific coverages in place for the upcoming year will be available online.

CANCELLATION & SUPPLEMENTAL COVERAGE

Cancellation coverage is underwritten by the United States Fire Insurance Company and ACIS. Full plan details are available at <https://rb.gv/fsnmqa>. Refund amounts include the cost of overseas health protection.

	Basic Protection Plan Flight Groups	Basic Protection Plan Bus Groups	Ultimate-Plus Protection Plan Flight and Bus Groups
Refunds when Cancelling for Any Reason			
130+ days prior to departure	All payments less \$200	All payments less \$75	Full cash refund (less the cost of the protection plan itself)
129-90 days prior to departure	All payments less \$300		
89-65 days prior to departure	All payments less \$400		
64-30 days prior to departure	All payments less \$500	All payments less \$200	
29-15 days prior to departure	No refunds	All payments less \$400	
15-4 days prior to departure		No refunds	
Less than 4 days prior to departure			No refunds
Refunds when Cancelling for Covered Reasons (listed on page 5)			
Any date up to departure	Standard refunds above apply		Full cash refund (less the cost of the protection plan itself)
Supplemental On-Tour Coverage			
Increased Trip Interruption for Covered Reasons (listed on page 5)	No additional coverage		Up to 150% of trip cost to cover missed portions of your program and additional transportation costs to leave and/or re-join your program in progress.
Increased Travel Delay Protection	No additional coverage		If your trip is delayed 6 or more hours, receive \$150/day (\$750 maximum) to cover additional expenses.

Cancellation Coverage Details

The **Ultimate-Plus Protection Plan** offers a full refund in cash for any reason up to 4 days before departure. Within 4 days of departure until your trip departs, full refunds are only available for medical and job loss-related reasons as stated below.

The **Basic Protection Plan** is intended to provide core health and travel delay protection on tour and does not offer any special cancellation benefits for medical or job loss-related reasons.

PROVISION OF REFUNDS

Refunds under our Ultimate-Plus plan will be made in two separate payments, coming to you from United States Fire Insurance Company and ACIS. Groups from New York state, all-adult groups, and non-U.S. citizens are not covered under USFIC's cancellation protection. For these individuals, the same cancellation protection is available, but it will be provided by ACIS with all refund payments coming from ACIS directly.

ACCEPTABLE MEDICAL AND JOB LOSS-RELATED REASONS:

1. If you or a member of your immediate family (spouse, domestic partner, child, parent, grandparent, sibling or legal guardian) become ill, are seriously injured or die (medical documentation required).
2. If an adult participant or either parent/legal guardian of a student participant is laid-off (which must be documented with the appropriate forms from the Social Security Administration). Notification must be made to ACIS within seven days of job termination for this benefit to be in force. Program cancellations only.
3. Additional circumstances that may trigger enhanced refunds and on-tour coverage under our Ultimate and Ultimate-Plus Protection Plans can be found in our full protection plan contract, which is available at <https://rb.gy/fsmnqa>.

CANCELLATION NOTES

1. If you elect to obtain a refund, that refund shall be ACIS' sole responsibility to participants and parents/legal guardians. **All cancellations must be submitted in writing to ACIS' Boston Headquarters at 330 Congress Street, Suite 5, Boston, MA 02210, or by email to accounts@acis.com.** Any refund that you are owed will be sent within 45 days of receipt of your cancellation request.
2. Refund amounts include the cost of overseas health protection. The Ultimate-Plus Protection Plan Fee and any visa fees are non-refundable and non-transferable. Non-refundable fees also include, but are not limited to, ACIS

Travel Credit Voucher credits, late fees and cancelled check fees. ACIS Travel Credit Vouchers are transferable, are not redeemable for cash and expire two years from the date of issue. Please contact ACIS for more details.

3. Refunds are not available for missed meals, accommodations, transportation (including flight costs) or activities once the program has started unless you have selected our Ultimate-Plus Protection Plan and encounter a trip interruption for a covered reason. Minor alterations in programs will not result in refunds.

REINSTATEMENT FEES

Cancelled participants who request to be reinstated must send full payment, including a \$50 Reinstatement Fee (plus any additional airline charges), in the form of a cashier's check or credit card, along with a written request to be reinstated. Reinstatements are subject to airline and hotel availability.

TRAVEL SECURITY CLAUSE

As part of the Basic Protection Plan provided by ACIS, a group's itinerary may be rerouted or rescheduled at no cost to participants if the U.S. Department of State issues a Level 4 Travel Advisory that Americans should not travel to any country scheduled on the itinerary and the official Level 4 Travel Advisory is in effect within 90 days prior to departure. This clause also applies if the U.S. Department of State states there has been a terrorist attack against U.S. interests within 90 days prior to departure and within 50 miles of a city being visited.

Terms and Conditions

These Terms and Conditions are valid for all ACIS Program registrations after December 4, 2020 and are subject to change with or without notice. However, the applicable Terms and Conditions for your program are those set forth on the ACIS website at www.acis.com/student-resources at the time you register for a program.

WHAT IS INCLUDED IN THE PROGRAM FEE?

Basic Protection Plan coverage. Round-trip air or ground transportation to the designated U.S. departure city. Accommodation in quadruple rooms. Service of an ACIS Tour Manager (except on "Your Way" programs) and an overnight hotel security guard. And, all charges for departure taxes, airport, airline and federal security fees and fuel surcharges.

WHAT IS NOT INCLUDED IN THE PROGRAM FEE?

Non-refundable passport fees. Non-refundable Ultimate-Plus Protection Plan fees. Beverages with meals. Lunches. Laundry. Checked bag fees on tours involving a flight. Optional excursions. Extensions. Dinners and tour manager on "Your Way" programs. Tips to tour manager, long distance bus driver and cruise ship staff. Expenses incurred during free time periods. Overnight lodging and meals prior to departure or upon return. Non-refundable visa and visa processing costs for destinations which have visa requirements (note: visas and visa processing costs for non-U.S. citizens may be higher). Transportation from participant's home to the airport or site of the group's departure and back. Weekend surcharge of \$40 (prior to May 16) or \$50 (May 16 onwards) in each direction if the departure or return dates fall on a Friday, Saturday or Sunday for all tours with flights. All applicable adult surcharges. Airport taxes that are collected on the spot in foreign airports.

CUSTOMIZED PROGRAMS

Due to advance reservation fees related to specific group requests, ACIS reserves the right to change the non-refundable portions of the program fees. Penalties will depend purely on the refund policy of the local operators. Higher initial deposits may also be required in order to hold reservations, which may be non-refundable in the event of a cancellation, notwithstanding and in excess of the standard refund policy contained herein. Your group leader will be responsible for communicating if such a booking pertains

to your group.

ENROLLMENT DEADLINES/WAITING LIST

Registrations are processed in the ACIS Boston office only upon receipt of a completed and signed registration form together with the appropriate payments. ACIS reserves the right to refuse any registration at its sole discretion including but not limited to when ACIS air or land space is full or after ticketing deadlines. New enrollments are not generally accepted within 60 days of departure. In the unusual circumstance that a new application is accepted within 60 days of departure, full payment plus the appropriate late fee must be paid in the form of a cashier's check, money order or by credit card upon an application for registration, and the participant may be subject to additional air or land surcharges. If an application for registration is not accepted by ACIS, a full refund will be made within 45 days of ACIS's decision not to accept the application for registration. Participants who are placed on a waiting list will receive notification at least 45 days prior to departure whether they have been accepted off the waiting list and, if not accepted, will receive a full refund.

PAYMENT PROCESSING

When you provide a check as payment, you authorize us either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check, image or draft transaction. For inquiries, please contact us by any of the methods listed on page 2.

RETURNED CHECKS

ACIS will assess a \$50 Return Check Fee for each returned check.

LATE FEES

Participants who fail to make the appropriate payments or meet payment deadlines will be charged the late fees outlined on page 3. These fees are non-refundable.

CAN I CHANGE MY PASSPORT NAME?

ACIS will assess a \$250 Name Change Fee plus any additional airline charges to all registered participants who request a passport name change within 90 days of departure.

DEPARTING FROM A DIFFERENT U.S. CITY

Participants not originating from the same U.S. departure

city as the main group on a flight-based itinerary will be required to pay a \$175 Alternate Gateway Fee and will not be guaranteed air routings with the main group. Depending upon their airport arrival time, these participants may not be met at their arrival airport and may have to make their own way to their first hotel. In these cases, ACIS will provide a standard transportation allowance. Participants wishing to fly internationally with the main group must arrange their own transportation to and from the main group's airport.

EXTENDING YOUR STAY

Please confirm the departure date and gateways of your program with your group leader before making your own bookings, as these may be subject to change. In order to return independently from the group on a flight-based itinerary, participants must complete an Alternate Return Request Form, indicating a specific alternate return date and city. ACIS will invoice participants a \$175 Alternate Return Fee, weekend surcharge (if applicable) and any additional airline charges if this option is selected. Each subsequent change will be \$130 plus applicable fees. Full flight and date details along with the Alternate Return Request Form must be received by ACIS at least 90 days prior to departure. No additional changes can be made within 65 days of departure. Otherwise, if participants wish to alter flight arrangements from scheduled program dates, they must plan to make their own domestic and international flight arrangements. All participants flying independently from the group must make their own ground transportation arrangements to and/or from their departure city and/or arrival airport. Neither ACIS nor the group leader supervising the group is responsible for the participant in any way (including but not limited to safety, travel protection and arrangements and accommodations) when the participant is not part of the program for the main group as scheduled by ACIS. All individual changes proposed by a participant must be submitted to ACIS in writing. The particular airline used shall be determined by ACIS. Confirmation of special flight arrangements is also subject to availability and will normally be made within 45 days of departure. No extensions to your stay may be made at the beginning of your program. Please note: ACIS travel protection begins on the first day of your ACIS program and ends on the last day of your ACIS program.

BUYING YOUR OWN AIRLINE TICKET

Please confirm with your group leader the correct departure date and gateways of your group before making your own bookings on a flight-based itinerary, as these may be subject to change. Travelers may choose to purchase only the land portion of programs; contact ACIS for more details. Should you choose to purchase only the land portion of program, you must make your own round-trip travel arrangements and join the group in your program at the first hotel accommodation. Neither ACIS nor the group leader is responsible for the participant in any way when the participant is not part of the main group in your program. Participants who change from an ACIS flight to their own transportation (No Airfare, or NAF) or vice versa less than 90 days prior to the scheduled departure date will be charged \$175 plus any additional airline fees for each change. ACIS provides internal flights for NAF participants if included on the itinerary. Notification of such change must be in writing. No change can be made within 65 days of departure.

OPTIONAL EXCURSIONS, EXTRA DAYS, EXTENSIONS, AND SPECIAL REQUESTS

Optionals, extra days, extensions, homestay/language courses or special requests are only available when all group members participate. The deadline to enroll and pay for all optional excursions, extra days and extensions is 90 days prior to departure. Cancellation or unavailability of optional excursions, extra days or extensions shall not entitle participants to cancel basic programs. Once paid for by the participant, optional excursions, extra days and extensions are not refundable.

CHANGES IN ITINERARIES AND PROGRAM ASSIGNMENT

ACIS reserves the right to make changes in departure dates, departure cities, itinerary sequence, trip direction, airlines, hotels, restaurants, optional excursions, activities, ship assignment or cruise ports-of-call. Additional fees may apply if your group agrees to change to a different itinerary proposed by ACIS. On certain dates, especially holidays, some attractions or activities may be closed. ACIS reserves the right to substitute attractions or activities with others of generally similar interest, appeal or value. Such changes are not grounds for withdrawal from the program except as noted under our Cancellation Coverage. ACIS may permanently cancel a specific program up to the day the program is scheduled to begin due to insufficient enrollment, unforeseen operational difficulties, lack of projected availability of itinerary specifics, governmental travel restrictions or warnings, health concerns (including but not limited to pandemics) or any other reason in its sole discretion. If ACIS cancels a program without offering an alternative program and/or alternative dates for the original program, a full refund will be made within 45 days of the cancellation. However, if ACIS offers an alternative program and/or alternative dates for the original program, any cancellation by a participant is subject to our standard cancellation refund policies. In the event of a cancellation or rescheduling of a program for any other reason, participants are limited to our standard refund policies. By registering for a program, you agree that ACIS shall have no obligation to refund any amounts to you beyond what is required under the Terms and Conditions under any circumstances and upon registration for a program you agree to waive any and all claims for additional refunds or compensation no matter the reason beyond what is stated in the Terms and Conditions.

FINALIZING DEPARTURE DATES

ACIS reserves the right in its sole discretion to reassign participants to another departure date and/or itinerary. ACIS will notify group leaders of their group's exact day of departure, and the group leader, in turn, will be responsible for informing participants.

DEPARTURE INFORMATION

At ACIS's discretion, one of JFK, LaGuardia and Newark airports will typically be used for New York flight-based departures and Dulles and National airports will typically be used for Washington D.C. flight-based departures.

However, ACIS reserves the right to use alternate airports in a city at its discretion. Participants who change departure cities between 90 and 65 days of departure will be charged a minimum of \$175. Notification of such change must be in writing. Changes cannot be made within 65 days of departure. No stopovers in the U.S. or Canada are allowed.

FLIGHTS

ACIS primarily utilizes regularly scheduled flights. However, equipment, routing and itinerary for particular flights may be modified by the direct air carrier or by ACIS. Single plane service is not guaranteed; alternative aircraft of any carrier may be substituted at any time, and aircraft may make additional stops. Such changes will not create a right to cancellation or refund. ACIS is not responsible for flight delays, missed connecting flights, long layovers or any expenses related to any delays. ACIS books regular economy class seats and is unable to accommodate requests for any type of upgrade due to the terms and limitations of our airline group travel contracts. Participants interested in a seating upgrade will be charged a \$150 Upgrade Fee, plus additional airline charges. These charges may also be subject to different cancellation policies as upgraded tickets are handled outside our group contract and may be non-refundable under airline policies upon purchase.

TICKETS AND FINAL DETAILS

The specific flight itinerary will be made available at least 45 days prior to departure. Airline ticket information will be sent only if full payment and the signed release from all participants has been received by ACIS. Please note that ACIS only sends travel documents directly to the group leader, to individuals who are traveling from different cities than the rest of the group and to participants registering without a group leader.

LUGGAGE

Due to bus restrictions, the limit is 44 lbs. per person, which includes one suitcase and one small carry-on item. For groups traveling by flights, only a carry-on bag is included in your ticket. Any airline baggage fees are the responsibility of the traveler. Luggage travels at the risk of the participant, and ACIS is not responsible for any delay, loss or damage of or to luggage or its contents. Most airlines strictly adhere to a policy of one carry-on bag. Please check with the specific air carrier involved in your program directly for their specific baggage liability limitation. Participants are responsible for any and all airline luggage fees. Airlines are generally not responsible for any act or event occurring when the participants are not on board their planes or conveyances. The airline regulations and the participant's contract with the airline, when issued, shall constitute the sole contract between the airline and the participant. Any and/or all transportation companies mentioned herein or arranged by ACIS in connection with your program shall have no liability to any traveler aside from their liability as common carriers.

TOUR MANAGERS

ACIS groups are generally accompanied by an ACIS Tour Manager or local representative. ACIS Tour Managers do not normally accompany groups on "Your Way" programs. Tour managers are specialists in the city you are touring, so on multi-city tours you may have more than one assigned.

GROUP SIZE

ACIS reserves the right to offer small groups the choice of moving to an alternate itinerary and/or departure date, or in some cases paying a small group surcharge. For custom designed itineraries, ACIS reserves the right to charge a small group surcharge in the event the original projected participant numbers which were provided by the group leader and upon which the itinerary's costing was based are not attained. It is at the group's discretion whether to accept the small group surcharge, modify the itinerary or transfer to a program suggested by ACIS.

ADULT TRAVELERS

In exceptional cases when a double room is not available for those who paid the double room surcharge, a refund of

\$50 per night (or \$95 per night for a single, depending on rooming type) will be made by ACIS.

RESTRICTIONS ON ACIS LIABILITY

Notwithstanding any other provision of these Terms & Conditions, you acknowledge and agree that ACIS, its owners, parent entities, subsidiaries, affiliates, directors, officers, agents, employees, the group leader, and host schools, including any person or entity employed or utilized by ACIS or host schools in any foreign country, shall not be liable for any injury, loss, damage, accident, delay or expense experienced by you for any reason in connection with ACIS' failure or delay in performing any of its obligations hereunder occurring as a result of events beyond its control, including, without limitation, acts of God, war, terrorism, strikes, lockouts, incidents of politically-motivated violence or sanctions, sickness or quarantine, partner bankruptcies or discontinuance of services, government restrictions or regulations, pandemics, or health concerns. Although ACIS may endeavor to work with customers to minimize any losses, delays or expenses resulting from any such event, ACIS does not guarantee any right to a refund, travel credit, or postponement of travel, except to the extent provided under the Terms and Conditions that apply to your program or the Protection Plan in which you participate. This limitation of liability also pertains to ACIS, absent its own gross negligence, in its use of any vehicle or other method of transport or from ACIS' selection of, or from any act or omission by, any host family, bus or car rental agency, steamship, airline, railroad, taxi or tour service, hotel, restaurant, school, university, or other firm, vendor, agency, company or individual.

ADDITIONAL INFORMATION

Effective date of protection plan coverage is the day you depart for the ACIS program for which you are registered. Coverage terminates the day you have returned to your place of residence in the United States or at the end of the ACIS program for which you have registered. Please note that the descriptions in the promotional brochure or web site are sample program descriptions only. Your actual itinerary may be reversed or may vary from the original description. The final itinerary which your group leader receives shortly before departure constitutes the program which will be provided by ACIS. No warranties apply to any program except as expressly stated by ACIS in the Terms and Conditions.

FINANCIAL SECURITY

ACIS shares the coverage available under the USTOA \$1 Million Travelers Assistance Program with affiliates of the American Council for International Studies who, as an active member of the USTOA, is required to post \$1 Million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA \$1 Million Travelers Assistance Program, the advance payments of ACIS customers in the unlikely event of ACIS bankruptcy, insolvency or cessation of business. Further, you should understand that the \$1 Million posted by ACIS and shared among its affiliates may be sufficient to provide only a partial recovery of the advance payments received by ACIS. More details of the USTOA Travelers Assistance Program and a list of affiliates may be obtained by writing to USTOA at 345 Seventh Avenue, Suite 1801, New York, NY, 10001, or by email to information@ustoa.com or by visiting their website at www.USTOA.com.

SPECIAL PROVISION/MEALS

Traveling with ACIS will require the ability to walk certain distances, navigate stairs and transport luggage. Travelers should anticipate encountering natural and architectural barriers outside the United States which ACIS cannot and does not control and for which ACIS cannot provide alternative accommodations. Special meals and/or medical supervision will not be provided by ACIS. Portage is not included on ACIS programs. ACIS offers and provides services on a fair, equitable and nondiscriminatory basis, without consideration of any factor or characteristic

prohibited by law and with equal opportunity for all applicants and participants. ACIS complies with all laws prohibiting discrimination.

ALLERGY INFORMATION

We take the risk of allergic reactions seriously. Please inform ACIS and your group leader immediately with any serious allergy concerns. It is important to note, that while

ACIS Release

1. I, the undersigned, whose name and signature appear on the reverse side of this form (and my parent or guardian if I am a minor), a registrant for a program with the American Council for International Studies, Inc. ("ACIS"), the Educational Travel Subsidiary of AIFS, Inc., hereby acknowledge that I have read and agree to the ACIS Terms and Conditions and my itinerary description, as well as those provisions contained in the Release below, and acknowledge that they form part of my agreement with ACIS including sections concerning responsibility, refunds and changes in dates, cities, hotels and prices.
2. I/my guardian voluntarily consent(s) to participate in all activities provided and/or organized by ACIS (including the possibility of biking, snow sports, horseback riding, water-based activities and homestays), and I hereby assume all risks of loss and injury that may be incurred, directly or indirectly as a result of my participation in all activities provided and/or organized by ACIS. I/my guardian also authorize(s) ACIS to arrange for professional care and treatment for myself in case of a medical emergency. I/my guardian agree(s) that if I become ill or incapacitated, ACIS may, without incurring any liability, take such actions as it considers necessary under the circumstances, including securing medical treatment for me and transporting me home all at my own expense. I agree to release ACIS from any liability for the quality and timeliness of any such medical care received or for any expenses incurred. I understand I must adhere to ACIS' Behavior Guidelines (available through my ACIS online account) while traveling and I acknowledge I have read and agree to follow such rules and regulations specified therein. I understand that ACIS will accept responsibility for travelers not following these rules and regulations, and that I may be sent home at my own expense without benefit of any refund if I do not adhere to ACIS behavior guidelines and standards and the instructions of my group leader. I understand that if I am expelled from school or otherwise disciplined by school or civic authorities, I may be declared ineligible for the trip and my participation cancelled, subject to ACIS' stated refund policies.
3. I will indemnify ACIS, its owners, parent entities, subsidiaries, affiliates, directors, officers, agents, employees, the group leader, school, school officials, host schools, including any person or entity employed or utilized by ACIS or host schools in any foreign country and hold them harmless for any liability, damages or obligation which I personally incur or sustain, or which I cause or contribute to causing to others, while participating on an ACIS program.
4. I understand it is my/my guardians' responsibility to meet the group leader accompanying me on a program with ACIS and satisfy myself/themselves as to the appropriateness of the group leader to meet my needs and I/my guardian will discuss with the group leader any special requirements for me that are requested.
5. I understand that ACIS reserves the right to reassign participants to a replacement group leader should the original group leader fail or be unable to participate in the program for any reason.
6. I understand that the air carriers' liability for loss or damage to baggage, or for death or injury to person or property, is limited by their tariffs and/or the Warsaw Convention

we will communicate all allergies that we are expressly told about by a participant to our suppliers, it is not possible to guarantee 100% allergen-free food. So, if your allergies are severe please consider the danger, and traveling on tour will be at your own risk. In all instances the participant shall be responsible for taking precautions against potential allergic reactions, and in no event shall ACIS be liable for any

- and related agreements. Further, I understand that the air carriers assume no responsibility during such time that I am not on board their aircraft.
7. I understand that future ACIS/AIFS advertising and publicity material may include statements made by participants, or their photographs/video footage (including social media content). I hereby consent to such use of my content, comments or photographic/video likenesses without the need for additional prior approval or consent.
 8. I understand that I am responsible for exercising caution and common sense at all times to avoid injuries. I understand that ACIS is providing, as part of the program fee, basic protection coverage (see page 4) for my benefit, including limited health, accident and life insurance in the event of injury or illness while on an ACIS program, as well as limited program cancellation or interruption insurance if I fail to participate or am delayed in connection with an ACIS program as a result of certain specified actions or events. I acknowledge that I accept the full description and limitation of this coverage that appears in the protection brochure, a copy of which is available upon request.
 9. I hereby waive and release ACIS, its owners, parent entities, subsidiaries, affiliates, directors, officers, agents, employees, the group leader, and the host schools, including any person or entity employed or utilized by ACIS or host schools in any foreign country, from all claims of or for liability, injury, loss, damage, accident, or expense in connection with a delay or failure of ACIS to perform its obligations hereunder arising or occurring as a result of events beyond its control, including, without limitation, acts of God, war, terrorism, strikes, lockouts, incidents of politically-motivated violence or sanctions, sickness or quarantine, partner bankruptcies or discontinuance of services, government restrictions or regulations, pandemics, or health concerns. ACIS will not provide any refund, travel credit, or postponement of travel, except to the extent provided under the Terms and Conditions that apply to your program or the Protection Plan in which you participate. This limitation of liability also pertains to ACIS, absent its own gross negligence, in its use of any vehicle other method of transport or from ACIS' selection of, or from any act or omission by, any host family, bus or car rental agency, steamship, airline, railroad, taxi or tour service, hotel, restaurant, school, university, or other firm, vendor, agency, company or individual.
 10. If my local municipality, school, school board, school administration or similar group is officially sponsoring this program, I will receive written notification of that fact from my local municipality, school, school board, school administration or similar group, together with a statement of any responsibility for the program assumed by that organization. In the absence of such a written notification, I understand that the program is not officially sponsored or supported by my municipality or my school system, although they may, as a courtesy to the teacher involved, allow school or municipal premises or services to be used in connection with planning for the program. Therefore, my local school, school board, school administration, school officials, municipality and municipal officials have no liability or responsibility whatsoever with respect to the programs unless they expressly inform me otherwise in writing, and by going on an ACIS program I expressly

adverse allergic reaction caused suffered by any participant.

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release and waive all claims of any type against any or all of the foregoing in any way related to, or arising out of, the program.

11. I understand that ACIS reserves the right to make changes to the program/or program fee as described in the ACIS Terms and Conditions, without liability for refund or otherwise.
12. I understand it is my responsibility to have an acceptable form of ID to comply with the Real ID Act for any trip involving a domestic flight. I also understand that obtaining a passport, birth certificate (original or certified copy) is my responsibility. If I am not a U.S. citizen, I understand it is my sole responsibility to obtain, in advance, any visas and other documents which may be required to enter or connect through all the countries on my itinerary and to re-enter the United States. If I have a passport from a country other than the United States, I must contact the local consular offices of the countries I will be visiting to obtain the necessary visas. I acknowledge that such visas are not obtainable on the spot overseas. Whether I am a U.S. citizen or not, ACIS will not be liable and I will hold ACIS harmless in the event I am unable to obtain the necessary documents for participation in the program. I understand that inability to obtain these visas and other documents does not constitute grounds for withdrawal with full refund; if this were to occur, I understand and acknowledge the standard refund policy will apply.
13. I understand that ACIS provides without charge a re-routed or rescheduled itinerary if the U.S. Department of State issues a Level 4 Travel Advisory that Americans should not travel to any country scheduled on the itinerary and the official Level 4 Travel Advisory is in effect within 90 days prior to departure. In all cases ACIS reserves the right to cancel, alter, relocate or postpone programs as it determines necessary without liability.
14. I acknowledge, agree to and fully accept the terms of the refund policy as outlined on page 4 of the registration booklet. I understand that all refund requests must be in writing to the ACIS office or via email from an email address associated with the account of an adult traveler or guardian of the student traveler.
15. I understand that teachers who travel with their students will receive complimentary benefits from ACIS or its affiliates as compensation for chaperoning, preparation and organization of the educational travel program.
16. I agree that any and all disputes with ACIS will be submitted to binding arbitration, to be conducted substantially in accordance with the rules of the American Arbitration Association. Unless ACIS agrees to a different location, the arbitration shall be conducted in Suffolk County, Massachusetts. I agree that if I do not substantially prevail in the arbitration, I will be responsible for ACIS' expenses, including lawyers' fees, incurred by ACIS in participating in the arbitration. The decision of the arbitrator shall be final and non-appealable. I understand that by signing this agreement, I am giving up my right to have any claim against ACIS decided in a municipal, state or federal court before a judge or jury.
17. This agreement shall become effective when my application is accepted by ACIS and shall be governed by the laws of the Commonwealth of Massachusetts. This agreement cannot be modified except in writing by ACIS.



9973

ACIS USA/Canada Registration Form

Office Use Only

Please use blue or black ink, print in CAPITAL LETTERS and fill in circles completely (ex: ●). Do not staple anything to this form. Please return this form to: ACIS, 330 Congress Street, Suite 5, Boston, MA 02210

Program Selection

Group Leader's Last Name

Group #

Departure Date (MM/DD/YYYY) / /

Program Name

Participant Information:

Last Name (Print all of your names exactly as they appear on your passport and/or birth certificate.)

First Name

Middle Name

Address

City

State

Zip

Mobile Telephone - -

Date of Birth MM/DD/YYYY / /

Sex: M F

Participant Email

Billing/Permissions Contact Info: Required for participants under 21 years of age.

Parent/Guardian First and Last Name

Mobile Telephone - -

Email

Emergency Contact Info: Required for all participants.

First and Last Name (of someone not traveling with you)

Relationship

Home Telephone - -

Mobile Telephone - -

Rooming and Additional Options: Please fill in all that apply. Standard rooming is quad occupancy for travelers age 21 and under.

I would like to pay for a rooming upgrade: double twin single with: _____

I will book my own round-trip transportation. (I will meet the group at the first hotel.)

(Both participants must pay a surcharge to guarantee a twin or double

I would like to extend my stay after the trip. (A form will be sent to you about alternate returns.)

I would like ACIS to book me from a DIFFERENT U.S. departure city than that of my group: _____

Protection Plans: Please see page 4 or www.acis.com/travel-protection for more information.

I select the Ultimate-Plus Protection Plan (with extra health protection and full cancel-for-any-reason coverage).

I decline additional coverage at this time.

Payment: Please pay via check or money order made payable to ACIS.

Minimum Payment: \$200.

Amount Enclosed \$.

Select your preferred Payment Plan: (If no selection is made, payment plan defaults to Automatic Payments)

Automatic - Pay in monthly installments up to 45 days pre-departure, deducted from the attached checking account.

Manual - Pay a \$200 deposit now, with another \$200 due within 30 days. Full balance due 60 days pre-departure. Late fees apply.

Signatures

I have read the attached ACIS Terms and Conditions and the ACIS Release and agree to be bound thereby, and agree to be responsible for all amounts owed ACIS. I am in good physical and mental health and am able to travel without special medical supervision or special counseling.

Signature of Registrant

Date

All registrants under 21 years of age must have the following section completed: I am the parent/legal guardian of the above minor registrant. I have read the ACIS Terms and Conditions and the ACIS Release, and agree to be bound thereby, and agree to be responsible for all amounts owed ACIS by the minor and any other actions by the minor on the ACIS trip. I hereby consent to the above minor registrant's participation in all activities organized and/or provided by ACIS. I hereby assume all risks of loss and injury that may be incurred, directly or indirectly, as a result of any such participation and authorize ACIS to arrange for professional care/treatment in case of an emergency.

Signature of Parent or Guardian

Print Name

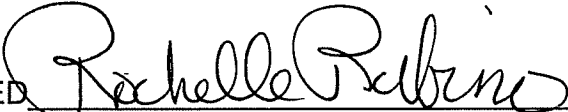
Date

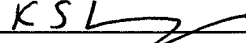
Telephone Number: 603-475-3467

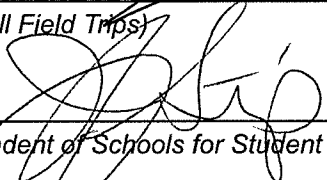
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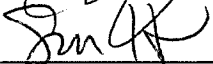
To be completed by Reading Public School Administration:


I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.


APPROVED  DATE Nov. 22, 2022
Principal (For All Field Trips)

APPROVED  KSL DATE Nov. 22, 2022
School Nurse (For All Field Trips)

APPROVED  DATE 11/30/22
Assistant Superintendent of Schools for Student Services

APPROVED  DATE 11/30/22
Assistant Superintendent of Schools for Teaching & Learning

APPROVED  DATE 12/11/22
Director of Health Services

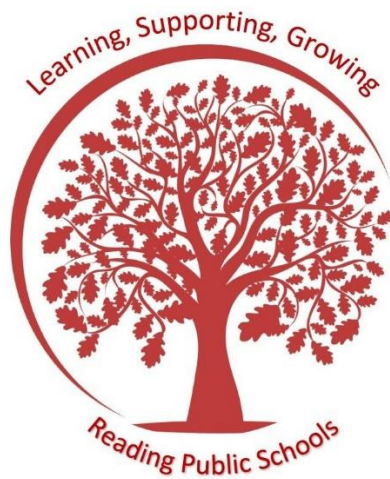
APPROVED  DATE 11/30/22
Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

=====

School Committee Approval Date (For Overnight, Out of State, and International Field Trips) _____

**Reading Public Schools
School Committee Meeting Packet**

December 1, 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: Reading School Committee
From: Dr. Thomas Milaschewski, Superintendent of Schools
Date: December 1, 2022
Re: Review and Approve Updated SY22-23 District Calendar – HS Graduation (A)

During the December 1st School Committee meeting, we will request that School Committee reviews and approves an updated SY22-23 District Calendar that moves the RMHS Graduation date to Friday, June 2nd at 6pm. The graduation will be held outdoors in the football stadium as long as weather permits.

Principal Tracey messaged this update to families of the class of 2023 in early November. Following this note, Assistant Principal Buckley shared the following note with Class of 2023 families on November 15th:

I reach out today to follow up on Principal Tracey's communication earlier in the school year regarding changing graduation to an outside ceremony Friday evening, June 2nd at 6PM. The intention of this change is with the cooperation with the weather, the move to an outdoor venue will eliminate the constraints on the number of guests our seniors are able to invite on their special day. We have also heard from many students, staff, and families on preference for a Friday night ceremony.

Following Principal Tracey's email, we have received positive feedback regarding this shift. At the same time, we want to make sure that we have heard all possible conflicts with this date from the families of the class of 2023. Therefore, if this poses a specific challenge for you and your family, please let me know ASAP. Our plan is for our leadership team to bring this for School Committee approval at the December 1st School Committee meeting, pending any feedback provided by families before that date. Also, over the next few weeks, there will be continued conversations with School Council and PTO around challenges that arise because of this change to ensure that all perspectives are taken into consideration to the best of our ability. Preparation and planning for graduation for families of seniors is both exciting and stressful. As such, proactive and transparent communication is our goal.

After conversations with staff, students, and families, the RMHS Leadership Team would like to move forward to officially shift the graduation date to June 2nd, 2023 at 6pm.



2022-2023 DISTRICT CALENDAR

2022

2023

Major Religious & Cultural Holidays

- August 22-24 New Staff Orientation
- August 25-26 New Program Teachers and Paras QBS
- August 29-30 Teacher In-Service
- ▲ August 31 First Day of School - Grades K-12
- Aug. 31- Sep.1 RISE PreK Orientation
- September 2 No school - PreK - 12
- September 5 Labor Day: No School
- ▲ September 6 First Day of School - PreK
- * September 14...PreK-5 Open Houses (12:45p Dismissal)
- * September 22 Middle School Open Houses
Grades 6-8 Early Dismissal
- * September 28 High School Open House
- October 10 Columbus Day: No School
- November 8 Teacher In-Service
- November 11 Veteran's Day: No School
- November 16 12:45 pm Dismissal at Elementary
- November 18 Conference Day/ Teacher In-Service
- November 23 Grade PreK-12 Early Release(11:00am)
- November 24-25 Thanksgiving Recess
- December 23 Grade PreK-12 Early Release(11:00am)
- December 26-January 2 Winter Recess

- January 3 School Resumes
- January 16 M.L. King Jr. Day: No School
- February 20 Presidents Day: No School
- February 20-24 February Recess: No School
- March 17 Teacher In-Service
- April 17 Patriots' Day No School
- April 17-21 Spring Recess: No School
- * May 11 Elementary Open Houses
12:45p Dismissal at Elementary
- May 12 Full Day of School for Elementary
- * May 18 Middle School Open Houses
Grade 6-8 Early Release
- May 29 Memorial Day: No School
- ◆ June 2 RMHS Graduation
- ▼ June 15 Last Day of School- No Snow Days
- June 19 Juneteenth: No School
- ▼ June 23 Last Day of School with 5 Snow Days
- July 5- Aug. 8 Extended School Year

- | | |
|-----------------------------|------------------------------|
| 2022 | 2023 |
| Sep. 26-27*.. Rosh Hashanah | Jan. 1 New Year's Day |
| Oct. 5* Yom Kippur | Jan. 7.. Orthodox Christmas |
| Oct. 24 Diwali begins | Jan. 22.. Chinese New Year |
| Nov. 24 Thanksgiving | Mar. 22... Ramadan Begins |
| Dec 19-Dec. 26* .. Hanukkah | April 2 Palm Sunday |
| Dec. 25 Christmas | April 7 Good Friday |
| Dec. 26 - Jan.1.... Kwanzaa | April 6-13* Passover |
| | April 9 Easter |
| | April 21 Eid al-Fitr |
| | April 16 ... Orthodox Easter |

*begins the night before at sun down

(See page 2 for a full list of early release days)

AUGUST 2022

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	○ T	○ T	▲ 31			

T-3/S-1

SEPTEMBER 2022

S	M	T	W	Th	F	S
				1	□ V	3
4	□ H	6 ▲	7	8	9	10
11	12	13	* 14	15	16	17
18	19	20	21	* 22	23	24
25	26	27	* 28	29	30	

T-20/S-20

OCTOBER 2022

S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

T-20/S-20

NOVEMBER 2022

S	M	T	W	Th	F	S
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13	14	15	16	17	○ T	19
20	21	22	23	□ H	□ H	26
27	28	29	30			

T-19/S-17

DECEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	□ H	□ V	□ V	□ V	□ V	31

T-17/S-17

JANUARY 2023

S	M	T	W	Th	F	S
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15	□ H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

T-20/S-20

FEBRUARY 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	□ H	□ V	□ V	□ V	□ V	25
26	27	28				

T-15/S-15

MARCH 2023

S	M	T	W	Th	F	S
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26	27	28	29	30	31	

T-23/S-22

APRIL 2023

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16	□ H	□ V	□ V	□ V	□ V	22
23	24	25	26	27	28	29 30

T-15/S-15

MAY 2023

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7	8	9	10	11*	12	13
14	15	16	17	18*	19	20
21	22	23	24	25	26	27
28	□ H	30	31			

T-22/S-22

JUNE 2023

S	M	T	W	Th	F	S
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18	□ H	20	21	22	▼ 23	24
25	26	27	28	29	30	

T-11 (16)/S-11 (16)

JULY 2023

S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

► Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year.

- ▲ - First Day of School
- - No School
- * - Open House
- - Teacher In-Service: No School
- ◆ - RMHS Graduation
- ▼ - Last Day of School



2022-2023 DISTRICT CALENDAR

District-Wide Early Release at 11:00 am

November 23, 2022

December 23, 2022

Last Day of School

Elementary Early Release Days at 12:45pm

Elementary will be dismissed on Friday at 12:45pm (except for Sept. 16th and May 12th)

September 14, 2022

November 16, 2022

May 11, 2023

Middle School Early Release Days at 12:30pm

September 22, 2022 - Middle School Open Houses

October 21, 2022 - Professional Development

December 2, 2022 - Professional Development

January 27, 2023 - Professional Development

February 10, 2023 - Professional Development

March 3, 2023 - Professional Development

April 7, 2023 - Professional Development

May 18, 2023 - Middle School Open Houses

June 2, 2023 - Professional Development

High School Early Release Days at 1:00pm

September 28, 2022 - High School Open House

October 21, 2022 - Professional Development

December 2, 2022 - Professional Development

January 27, 2023 - Professional Development

February 10, 2023 - Professional Development

April 7, 2023 - Professional Development

May 18, 2023 - Professional Development

June 2, 2023 - Professional Development



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 29, 2022
TOPIC: Policies JFABE and JFABF

At our meeting on Thursday, December 1, we will undertake a second reading of Policies JFABE and JFABF, which were first read at our meeting on November 3rd, 2022. Upon the conclusion of the second readings and any discussion, we will also take a vote to accept the amended policies.

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 they were 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 their 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.

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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 their school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

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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 they reside 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.

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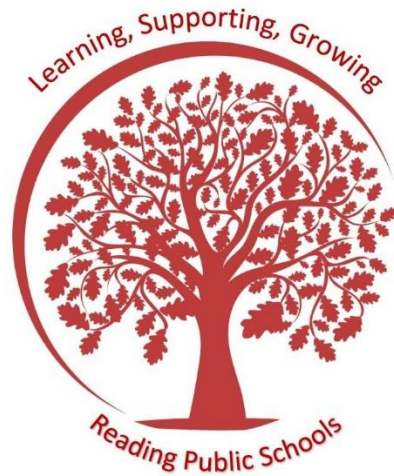
Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services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

December 1, 2022



New Business

Reading Public Schools

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



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

To: Reading School Committee
From: Dr. Thomas Milaschewski, Superintendent of Schools
Date: December 1, 2022
Re: School Improvement Plans

During the December 1st School Committee meeting, our elementary and middle school principals will present their School Improvement Plans to the School Committee for approval. School Improvement Plan drafts for Coolidge, Parker, Birch Meadow, Killam, Joshua Eaton, Wood End, and Barrows are included in the packet.

Coolidge Middle School Plan Overview 2022-2023

Mission of Reading Public Schools	
<i>Instilling a joy of learning and inspiring the innovative leaders of tomorrow</i>	
Coolidge Vision	
<i>We strive to provide a challenging, engaging, and supportive learning environment that honors and fosters the culture, individuality, and potential of every student.</i>	
Coolidge Core Values	
<i>Perseverance; Accountability; Respect; Teamwork</i>	
School Goal for 2022 - 2023 School Year	
<p>At Coolidge and Parker Middle Schools, we believe that all students can reach high levels of academic achievement. Students are best able to meet these levels through high-quality instruction and resources. In order to maximize these learning opportunities, students must also feel a strong sense of belonging in their communities.</p> <p>Therein, Coolidge and Parker will define, align, and utilize high-quality instruction and resources, as well as provide purposeful opportunities for students to develop a strong sense of belonging.</p>	
Strategic Objectives	
<p style="text-align: center;">Objective 1: Supportive and Safe Learning Environment</p> <p>1A. Build a shared understanding about sense of belonging and identify common indicators to measure progress</p> <p>1B. Review and implement practices, systems, and staffing models that foster inclusive environments</p> <p>1C. Create, refine and align safety centered processes and protocols</p>	<p style="text-align: center;">Objective 2: Coherent Instructional Systems</p> <p>2A. Calibrate district-wide rigorous instructional practices</p> <p>2B. Ensure high quality curriculum materials</p>
Strategic Initiatives	
<p>1A. Create and implement a Sense of Belonging Student Learning Goal for all staff. Support this goal through professional development, staff meeting time, Advisory planning time, and observations/ evaluation.</p> <p>1A. Develop a building-based Instructional Leadership Team (ILT) that will build a common understanding about what Sense of Belonging is (looks like, feels like, sounds like).</p>	<p>2A. Create and implement a Rigorous Instructional Practices Professional Practice goal for all staff. Support this goal through professional development, staff meeting time, departmental collaboration time, and observations/ evaluation. Leverage the strong in-house practices, skills, and knowledge of our teachers.</p> <p>2A. Develop a building-based Instructional Leadership Team (ILT) that will build a common understanding about what Rigorous Instructional Practices are (look like, feel like, sound like).</p>

<p>1A. The building-based ILT team will help to develop social-emotional and culturally competent strategies that will foster a sense of belonging for all Coolidge students and staff.</p> <p>1A. Conduct peer observations and/or learning walkthroughs with district and school-based leadership, and all teaching staff, to identify Sense of Belonging in action.</p> <p>1B. Integrate the new Middle Level METCO Coordinator into the systems and culture of the school, including, but not limited to: Leadership Team; improving our diversity and equity systems and practices; support of all students; support of the METCO vision across the entire school and district.</p> <p>1B. At least 2x a year, complete the Panorama Survey (students); utilize the data to help inform progress and next steps in regards to Sense of Belonging.</p> <p>1B. Construct student-centered learning experiences that build on students' identities, backgrounds, interests, and aspirations, in order to create genuine connections with each other and the material, and to increase academic investment.</p> <p>1B. Provide opportunities for student engagement and belonging by providing and promoting involvement in after school activities.</p> <p>1B. Continue to hold school-day experiences and traditions that engage students in alternative learning experiences, building connections and perspectives, and fun (for example: Olympiad Day; guest speakers; field trips; assemblies).</p> <p>1B. Work with all members of our community to build partnerships with, and a sense of belonging for, all members of our community, including students, staff, and parents/caregivers. We will do so through open communication, by participating in opportunities to get to know each other, and through opportunities to work together on school goals.</p> <p>1B. Establish a scheduling team; work with a consultant to analyze the current scheduling structure, to identify priority areas, and to begin to reflect those priorities in any changes made (including Sense of Belonging).</p> <p>1B. Provide the Challenge Day experience for all Coolidge 8th graders. Analyze the post-data (via Challenge Day survey and Panorama survey) to determine its impact as it relates to students' Sense of Belonging and empathy building at Coolidge. Utilize this data & experience to determine whether the experience should be integrated as a tool moving forward in the district.</p> <p>1B. Within various groups and settings, analyze current Coolidge Core Values and revise if feedback reflects a need to do so.</p>	<p>2A. The ILT team will facilitate conversations with their teams about Rigorous Instructional Practices.</p> <p>2A. Conduct peer observations and/or learning walkthroughs with district and school-based leadership, and all teaching staff, to identify Rigorous Instructional Practices in action.</p> <p>2A. Establish a Scheduling Team; work with a consultant to analyze the current scheduling structure, to identify priority areas, and to begin to reflect those priorities in any changes made (including High Quality Instruction and Intervention).</p> <p>2A. With all staff, identify times within the current schedule that could be utilized for intervention as well as extension learning opportunities. Implement some interventions and extension activities in the current year.</p> <p>2A. Assess what is needed to maximize extension and intervention opportunities in the 2023-2024 schedule; reflect this priority in budget requests.</p> <p>2A & B. Engage in work with the Middle School Literacy Leadership Team to identify strong middle level literacy instructional practices and resources, both current and potential for the future.</p> <p>2B. Through professional development and department meetings, provide opportunities for math teachers to develop a strong understanding of their district-provided resources, and build a common foundational utilization of these core resources (Illustrative Math and enVision).</p> <p>2B. Provide professional development through Math Learning Labs to model and practice the development of strong lessons and instruction in math.</p> <p>2B. Provide professional development about the iReady benchmarking tool (reading & math).</p> <p>2B. Implement iReady in reading and math 3x/ year; utilize the data to inform instruction and intervention.</p>
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1C. Members of the Coolidge administrative, nursing, and student support team will take the Comprehensive School Threat Assessment Guidelines (CSTAG) course.

Outcomes

- A school-based team will be trained or will participate on the CSTAG to create and refine safety centered protocols.
- The scheduling group will make recommendations for maximizing learning, extension, and scaffolding within the given schedule.
- In the 2022-2023 school year, all staff will participate in PD with a focus on rigorous teaching & learning as well as Sense of Belonging.
- The Literacy Leadership Team will evaluate current teaching strategies and resources in the 2022-2023 school year; recommendations will be made for resources, teaching strategies, and instructional alignment for ELA for the 2023-2024 school year.
- The Building-Based ILT will have participated in peer observations, will have developed a process/protocols for learning walks, and will utilize these to engage in conversations about teaching and learning.
- The Building-Based ILT will create a foundational understanding of Sense of Belonging and Rigorous, High-Quality Teaching Practices, and will utilize this in their extended work with teams.
- Math curricula scope and sequence will be implemented utilizing the district-provided resources as a foundation.
- High-quality teaching strategies in math will be practiced through Math Learning Labs.
- Sense of Belonging data will reflect that students across various subgroups feel connected to, and reflected in, our Coolidge community; this will be explicitly measured through the Panorama survey as well as the post-Challenge Day survey (grade 8). When data points suggest a need, we will initiate Tier 1 and Tier 2 interventions to support Sense of Belonging.
- Coolidge will evaluate attendance data as one data point to help inform Sense of Belonging. We will work to create a systematic plan for attendance challenges that is supportive of, and in collaboration with, families.
- Coolidge will have implemented the iReady benchmark tool 2-3 times in the year, and will have utilized the data to help inform instruction and intervention.
- Coolidge will make progress towards reaching MCAS benchmarks (or beyond) for all student groups

NOTES:

- ILT = Instructional Leadership Team

Parker Middle School Plan Overview 2022-2023

Mission of Reading Public Schools	
<i>Instilling a joy of learning and inspiring the innovative leaders of tomorrow</i>	
Vision	
We strive to provide a challenging, engaging, and supportive learning environment that honors and fosters the culture, individuality, and potential of every student.	
Core Values	
Perseverance; Accountability; Respect; Teamwork	
School Goal for 2022 - 2023 School Year	
<p>2022-2023:</p> <p>At Coolidge and Parker Middle Schools, we believe that all students can reach high levels of academic achievement. Students are best able to meet these levels through high-quality instruction and resources. In order to maximize these learning opportunities, students must also feel a strong sense of belonging in their communities.</p> <p>Therein, Coolidge and Parker will define, align, and utilize high-quality instruction and resources, as well as provide purposeful opportunities for students to develop a strong sense of belonging.</p>	
Strategic Objectives	
<p style="text-align: center;">2022-2023:</p> <p style="text-align: center;">Objective 1:</p> <p style="text-align: center;">Supportive and Safe Learning Environment</p> <p>1A. Build a shared understanding about sense of belonging and identify common indicators to measure progress; review and implement practices, systems, and staffing (maybe change to instructional) models that foster inclusive environments</p> <p>1B. Create, refine and align safety centered processes and protocols</p>	<p style="text-align: center;">2022-2023:</p> <p style="text-align: center;">Objective 2:</p> <p style="text-align: center;">Coherent Instructional Systems</p> <p>2A. Calibrate school-wide rigorous instructional practices</p> <p>2B. Ensure high quality curriculum materials</p>
Strategic Initiatives	
<p style="text-align: center;">Initiative 1:</p> <p style="text-align: center;">Safe and Supportive Learning Environment</p> <p>1A. Provide professional development on trauma-informed pedagogical approaches that meet the needs of all students</p> <p>1A. Develop an Instructional Learning Team (ILT) that will build consistent social emotional and culturally competent</p>	<p style="text-align: center;">Initiative 2:</p> <p style="text-align: center;">Coherent Instructional Systems</p> <p>2A. Establish a schedule committee team that will work with a consultant to analyze the current scheduling structure to ensure it enables rigorous, high-quality instruction</p> <p>2A. Engage in work with the Literacy Leadership Team to identify how to increase achievement for Parker students and</p>

<p>strategies that will foster a sense of belonging for all Parker students</p> <p>1A. Identify and calibrate on high-quality instruction that places an emphasis on universal design for learning (UDL)</p> <p>1A. Participate in the Sense of Belonging Network to calibrate at a district and school level and conduct learning walkthroughs to identify a sense of belonging in action</p> <p>1B. Administrative team will take the Comprehensive School Threat Assessment Guidelines (CSTAG) course</p> <p>1B. At least 2x a year, complete the Panorama Survey (students); utilize the data to help inform progress and next steps in regards to Sense of Belonging.</p> <p>1B. Integrate the new Middle Level METCO Coordinator into the systems and culture of the school, including, but not limited to: Leadership Team; improving our diversity and equity systems and practices; support of all students; support of the METCO vision across the entire school and district.</p> <p>1B. Construct student-centered learning experiences that build on students' identities, backgrounds, interests, and aspirations, in order to create genuine connections with each other and the material, and to increase academic investment.</p> <p>1B. Provide opportunities for student engagement and belonging by providing and promoting involvement in after school activities.</p> <p>1B. Continue to hold school-day experiences and traditions that engage students in alternative learning experiences, building connections and perspectives, and fun (for example: guest speakers; field trips; assemblies).</p>	<p>ensure teachers have the necessary resources, tools, and materials.</p> <p>2A. Work with the ILT to calibrate on look-fors for high quality instructional tasks and create a learning walk process for teachers to observe each other's practice</p> <p>2A & B. Engage in work with the Literacy Leadership Team to identify instructional practices and resources to allow all Parker students to build a strong literacy foundation.</p> <p>2B. Through professional development and department meetings, provide opportunities for math teachers to develop a common understanding of their district-provided resources, and build a common foundational utilization of these core resources (Illustrative Math and Envision).</p> <p>2B. Provide professional development through Math Learning Labs to model and practice the development of strong lessons and instruction in math.</p> <p>2B. Implement iReady in reading and math 3x/ year; utilize the data to inform instruction and intervention at the school level, grade level, and classroom level.</p> <p>2B. Explore intervention opportunities for students behind grade level in math beyond the school day.</p>
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Outcomes

- Progress towards MCAS benchmarks or beyond for all student groups
- Progress towards meeting at least 85% of ACCESS "Progress Targets" in 2023
- In the 2022/2023 school year, all staff will participate in four sessions of trauma informed pedagogical professional development.
- In the 2022/2023 school year, all staff will participate in UDL PD.
- Administration, nursing, and a school psychologist will participate in the CSTAG to create and refine safety centered protocols.
- The scheduling group will make recommendations for a revised daily schedule that includes special education programming and maximizes instructional time.
- The Literacy Leadership Team will make recommendations for resources and instructional alignment for all ELA teachers.
- The Building-Based ILT will have developed a process/protocols for learning walks, and will utilize these to help inform best practices.

- The Building-Based ILT will create a foundational understanding of Sense of Belonging and Rigorous, High-Quality Teaching practices, and will utilize this in their extended work with teams.
- Math curricula scope and sequence are implemented and followed utilizing the district-provided resources as a foundation.
- Sense of Belonging data will reflect that students across various subgroups feel connected to, and reflected in, our Parker community.
- Parker will evaluate attendance data as one data point to help inform Sense of Belonging. We will work to create a systematic plan for attendance challenges that is supportive of, and in collaboration with, families.
- Parker will have implemented the iReady benchmark tool 2-3 times in the year, and will have utilized the data to help inform instruction and intervention.

NOTES:

Birch Meadow Elementary School School Improvement Plan 2022-23

<i>Vision of the Reading Public Schools</i>	
<p>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.</p>	
<i>Reading Public School's Statement of Equity</i>	
<p>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.</p>	
<i>District-Wide Strategic Objectives</i>	
<p><i>Strategic Objective 1: Supportive and Safe Learning Environment</i> 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.</p>	<p><i>Strategic Objective 2: Coherent Instructional Systems</i> 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.</p>
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Calibrate district-wide rigorous instructional practices ● Ensure high quality curriculum materials ● Create a comprehensive assessment system district-wide
<i>Birch Meadow Elementary School Mission</i>	

Birch Meadow strives to be a community of life-long learners where all members feel safe, accepted, and included. We see differences in experiences and perspectives as a strength and celebrate and learn from the differences in our community.

Our mission is:

- To provide meaningful, challenging, academic experiences for all students.
- To have equitable educational outcomes for all students without regard to race, ethnicity, color, sex, gender identity, religion, national origin, sexual orientation, age, or ability.
- To implement structures, curriculum, and resources so that all community members see themselves and their experiences reflected and honored at Birch Meadow.
- To prepare our students to be full citizens in a complex global society.

We are committed to engaging in equity, anti-bias, and anti-racist work in order to achieve these goals

The Core Values of the Birch Meadow Elementary School

The Birch Meadow Way

This is the Birch Meadow way
Which we live by every day.
We are present, safe, and kind.
We are responsible and respectful.
Learn, Achieve, Believe, Together.

School Goals for the 2022-23 School Year

During the 2022-23 school year, the Birch Meadow Elementary School will look at instructional practices and data to determine how to engage all students in their academic and social-emotional learning experience. By analyzing our practices and student results, we will grow in our ability to differentiate instruction, provide meaningful and reflective experiences for all learners, and engage in discussions that promote equitable and favorable learning outcomes within our school.

Birch Meadow Elementary School Goals

Instructional Rigor

With the goal of providing a robust learning environment that supports strong academic growth for all students, we will continue to work towards aligning Tier 1 (general education) practices to standards based instructional methods that focus on differentiating and adjusting based on student need, as well as engaging all students in learning experiences that foster student voice.

Sense of Belonging

With the goal of creating a teaching and learning environment that is culturally responsive, the school will focus on improving access to instructional opportunities that affirm student experiences, most notably in our classroom instruction.

Strategic Initiatives	
<ul style="list-style-type: none"> ● Increase capacity and opportunities for teacher leadership through the development of an Instructional Leadership Team which will develop systems and procedures to increase collaboration between faculty members in order to learn about instructional best practices from each other and calibrate school-wide rigorous instructional practices. This will include peer learning walkthroughs, peer coaching groups, and cross grade-level meetings. ● Create data teams that will analyze high leverage data from MCAS and RPS Standard Assessments in the area of mathematics. Along with the ILT, these data teams will work to find patterns and trends in student performance and identify grade-level target standards, informing student interventions and focus areas for learning walkthroughs and peer coaching groups. ● Dedicate consistent PD time, coaching sessions, and faculty meetings to build staff capacity in our new ARC Core Literacy and Illustrative Math curriculum. ● Develop a composting program that is connected to standards and serves as a meaningful, authentic learning experience, allowing students the opportunity to directly apply knowledge to a real-world situation. 	<ul style="list-style-type: none"> ● Design a series of assemblies and enrichment activities focused on the area of belonging and celebrating diversity ● Develop a school-based attendance team which will analyze data and trends. The attendance team will work collaboratively with families to identify patterns and create action plans designed to increase student attendance. ● Create a Belonging Data Team which will analyze high leverage data collected from the Panorama Survey, Birch Meadow Student Connectedness Survey, attendance records, and discipline records. The Belonging Data Team will help facilitate school-wide faculty meetings designed to engage staff in building a shared understanding about sense of belonging and developing strategies to increase levels of student connectedness. ● Continue to define the role, responsibilities, and expectations for new School Adjustment Counselor/METCO Coordinator role ● The school adjustment counselor, school psychologist, and other support staff will collaborate to develop and run groups throughout the day for students to increase social skills, resiliency, and healthy peer relationships. ● Continue our exploration of restorative practices with the goal of increasing student sense of belonging
Outcomes	
<ul style="list-style-type: none"> ● Progress towards MCAS benchmarks or beyond for all student groups ● Progress towards meeting at least 85% of ACCESS “Progress Targets” in 2023 ● A coherent system of staff collaboration including peer walk-throughs, peer coaching groups, with a focus on instructional rigor and mathematics. ● Identify and document systems for assessing student sense of belonging and possible interventions/supports ● A consistent process to reflect on student data and determine appropriate interventions including data teams, faculty meetings, and the creation of a dashboard to organize school-level, classroom-level, and student-level district assessment data. 	

J.W. Killam Elementary School School Improvement Plan 2022-23

<i>Vision of the Reading Public Schools</i>	
<p>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.</p>	
<i>Reading Public School's Statement of Equity</i>	
<p>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.</p>	
<i>District-Wide Strategic Objectives</i>	
<p><i>Strategic Objective 1: Supportive and Safe Learning Environment</i> 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.</p>	<p><i>Strategic Objective 2: Coherent Instructional Systems</i> 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.</p>
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Calibrate district-wide rigorous instructional practices ● Ensure high quality curriculum materials ● Create a comprehensive assessment system district-wide

<i>J.W. Killam Elementary School Mission</i>	
<p>The J.W. Killam Elementary School is T.R.R.F.C.C. a place where everyone belongs, where everyone achieves at their personal best, and where everyone’s accomplishments are celebrated! Our staff will work collaboratively to improve student learning and achievements so that every child will leave the J.W. Killam Elementary School having met or exceeded district and state standards.</p>	
<i>The Core Values of the J.W. Killam Elementary School</i>	
<p>Trustworthy, Respectful, Responsible, Fair, and Caring Citizen</p>	
<i>School Goals for the 2022-23 School Year</i>	
<p>During the 2022-23 school year, the J.W. Killam Elementary School will look at instructional practices and data to determine how to engage all students in their academic and social-emotional learning experience. By analyzing our practices and student results, we will grow in our ability to differentiate instruction, provide meaningful and reflective experiences for all learners, and engage in discussions that promote equitable and favorable learning outcomes within our school.</p>	
<i>J.W. Killam Elementary School Goals</i>	
<p>Instructional Rigor</p> <p>With the goal of providing a robust learning environment that supports strong academic growth for all students, we will continue to work towards aligning Tier 1 (general education) practices to standards based instructional methods that focus on differentiating and adjusting based on student need, as well as engaging all students in learning experiences that foster student voice.</p>	<p>Sense of Belonging</p> <p>With the goal of creating a teaching and learning environment that is culturally responsive, the school will focus on improving access to instructional opportunities that affirm student experiences, most notably in our classroom instruction.</p>
<i>Strategic Initiatives</i>	
<ul style="list-style-type: none"> ● Provide district wide and school-based coaching for our staff in the implementation of ARC Core Literacy (Grades 3-5) and Illustrative Mathematics (Grades K-5). ● With the goal of building teacher leaders and an aligned culture of teaching and learning, we will build out an instructional leadership team (ILT). The ILT’s primary goal is to: <ul style="list-style-type: none"> ○ Promote alignment to standards and practices 	<ul style="list-style-type: none"> ● Host school-wide assemblies to support sense of belonging work within our student population. ● Working with our Parent-Teacher Organization (PTO), look at enrichment opportunities that bring together the school for a shared experience. ● Growing staffs’ cultural competence through professional development, particularly in the areas of our multi-language learner population and LGBTQ+ community, looking specifically at inclusive practices that support a safe and supportive school environment.

<ul style="list-style-type: none"> ○ Learn instructional best practices from each other ○ Lead teams through the Teaching and Learning Cycle that involves planning with curriculum and standards, analyzing student work, reflecting and making plans for adjustment. ● Analyze high-level student data through School Reform Initiative protocols during staff and instructional team leadership meetings and identify areas of strength and gaps in achievement to improve teaching and learning. ● Utilize assessment data (Independent Reading Leveling Assessment, Acadience, Early Bird & Assessing Math Concepts) and align approaches for supports within the classroom and to identify students with specific learning needs to provide best instructional practices and interventions. ● Dedicate Staff Meeting time to planning for instruction (ARC Core Literacy and Illustrative Mathematics) ● Create opportunities for instructional walkthroughs. ● Align approach for utilizing supports within the classroom. ● In utilizing the data, create Tier II general education small group instruction in literacy and mathematics (with the support of the Reading Specialist and tutors). ● Provide opportunities for analyzing data and offering space for student centered dialogue through grade level data team meetings and student support team meetings. 	<ul style="list-style-type: none"> ● Administer the district-wide Sense of Belonging Survey (Panorama) twice a year. ● Administer the Killam Connectedness survey at least once a year to look at peer and staff relationships to help support our Tier II mentor program. ● Complete the Student Risk Screening Scale (SRSS) at least twice throughout the year to look at students internalizing and externalizing behavior to identify students to support in the social-emotional realm. ● Use grade level data teams and the student support team to identify students for social-emotional support as part of general education. ● Align Tier 1 Social Emotional Learning lessons to themes identified in the surveys, using Open Circle Curriculum and the Random Acts of Kindness resources. ● Align Tier 2 supports such as lunch groups, mentoring and other identified needs. ● Create a school-based team that meets biweekly to discuss overall student wellness, consisting of the principal, team chair, nurse, school psychologist, and school adjustment counselor. ● Utilize the school adjustment counselor as a student, family, and community resource to support student’s social-emotional growth and increase school attendance for our students. ● Publish a weekly newsletter for all families to promote an inclusive and positive school community.
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Outcomes

- A decrease in the achievement gap on district assessments between high needs student groups (special education, English Language learners, and economically disadvantaged) and the general population of students.
- School-level, classroom-level, and student-level district assessment data organized through a dashboard. This will drive future goal setting around school targets within each district assessment.
- Evidence of school-level, classroom-level, and student-level interventions in response to student achievement data.
- Documented system for assessing student sense of belonging, including set indicators, assessment schedules, and possible interventions/supports.
- An increase in a consistent process to reflect on student data and determine appropriate interventions.
- Progress towards MCAS benchmarks or beyond for all student groups.
- Progress towards meeting at least 85% of ACCESS “Progress Targets” in 2023.

Joshua Eaton Elementary School School Improvement Plan 2022-23

<i>Vision of the Reading Public Schools</i>	
<p>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.</p>	
<i>Reading Public School's Statement of Equity</i>	
<p>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.</p>	
<i>District-Wide Strategic Objectives</i>	
<p><i>Strategic Objective 1: Supportive and Safe Learning Environment</i></p> <p>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.</p> <ul style="list-style-type: none"> ● 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 	<p><i>Strategic Objective 2: Coherent Instructional Systems</i></p> <p>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.</p> <ul style="list-style-type: none"> ● Calibrate district-wide rigorous instructional practices ● Ensure high quality curriculum materials ● Create a comprehensive assessment system district-wide
<i>Joshua Eaton Elementary School Mission</i>	
<p>The Joshua Eaton Elementary School is committed to developing a community of learners that are respectful of each other, our school culture, and our learning abilities, supportive of our social, emotional and physical needs and prepared to make a positive contribution to our school and the Reading Community. The Joshua Eaton</p>	

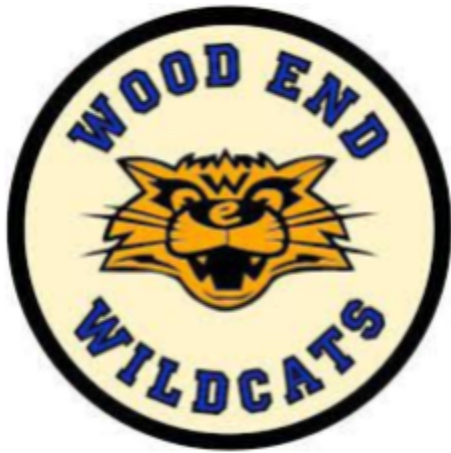
<p>Elementary School fosters an environment that provides students with the skills required to work hard every day to achieve individual learning goals and overcome challenges.</p>	
<p><i>The Core Values of the Joshua Eaton Elementary School</i></p>	
<p>Practice Compassion</p> <p>Act Responsibly</p> <p>Work Toward Success</p> <p>Show Respect</p>	
<p><i>School Goals for the 2022-23 School Year</i></p>	
<p>During the 2022-23 school year, the JE Elementary School will look at instructional practices and data to determine how to engage all students in their academic and social-emotional learning experience. By analyzing our practices and student results, we will grow in our ability to differentiate instruction, provide meaningful and reflective experiences for all learners, and engage in discussions that promote equitable and favorable learning outcomes within our school.</p>	
<p><i>JE Elementary School Goals</i></p>	
<p>Instructional Rigor</p>	<p>Sense of Belonging</p>
<p>With the goal of providing a robust learning environment that supports strong academic growth for all students, we will continue to work towards aligning Tier 1 (general education) practices to standards based instructional methods that focus on differentiating and adjusting based on student need, as well as engaging all students in learning experiences that foster student voice.</p>	<p>With the goal of creating a teaching and learning environment that is culturally responsive, the school will focus on improving access to instructional opportunities that affirm student experiences, most notably in our classroom instruction.</p>
<p><i>Strategic Initiatives</i></p>	

<ul style="list-style-type: none"> ● With the goal of building teacher leaders and an aligned culture of teaching and learning, we will build out an instructional leadership team. The ILT’s primary goal is to: <ul style="list-style-type: none"> -Promote alignment to standards and practices -Learn about best practices from each other -Lead teams through the Teaching and Learning Cycle that involves planning with curriculum and standards, analyzing student work, reflecting and making plans for adjustment. ● Provide curriculum coaching and 1-1 feedback cycles around the implementation of ARC Core in grades 3-5 and IM in grades K-2. ● We will analyze high level student data during staff meetings to best triage needs in small groups and in whole class instruction. Part of this initiative will include ensuring that we are utilizing all support staff in the classroom effectively and they are working with students towards their academic goals. ● We will host vertical peer learning walks where K-2 and 3-5 teachers choose a subject area and observe peers within their own grade and other grade levels to support conversations around alignment and best practices. ● Utilize assessment data (Independent Reading Leveling Assessment, Acadience, Early Bird & Assessing Math Concepts) and align approaches for supports within the classroom and to identify students with specific learning needs to provide best instructional practices and interventions 	<ul style="list-style-type: none"> ● We will host a school-wide assemblies to support sense of belonging. Topics will include launching the sense of belonging survey, areas of cultural immersion and assemblies where students are recognized for implementing our core values. ● We will administer the sense of belonging survey, spend staff meeting time analyzing the data and making a plan for strategic SEL lessons within the classroom, as well as triage needs through lunch groups and mentoring. ● Consistently utilize our Spot Card system by acknowledging and celebrating our students' demonstration of our core values through a positive behavior intervention and support model. Roll out a school store for grades 3-5 connected to Spot Cards and our PBIS system ● The School Adjustment Counselor and Principal will host lunch groups to develop student’s capacity in perseverance and foster friendships. ● We will establish an attendance team that ensures our students are coming to school consistently. Supports this team will offer: meetings with families and students, making daily phone calls and tracking data over time to identify trends. ● Launch a student-led lunch group pilot that allows older students to step into a leadership role and lead younger peers on topics of interest such as book groups and community service projects.
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Outcomes

<ul style="list-style-type: none"> ● Progress towards MCAS benchmarks or beyond for all student groups ● Progress towards meeting at least 85% of ACCESS “Progress Targets” in 2023 ● A decrease in the achievement gap on district assessments between high needs student groups (special education, English Language learners, and economically disadvantaged) and the general population of students. ● School-level, classroom-level, and student-level district assessment data organized through a dashboard. <i>This will drive future goal setting around school targets within each district assessment.</i> ● Evidence of school-level, classroom-level, and student-level interventions in response to student achievement data ● Documented system for assessing student sense of belonging, including set indicators, assessment schedules, and possible interventions/supports ● Increase in attendance data. 97% of our students will be at school every day.

Wood End Elementary School



2022-2023 Wood End School Council Members

Nicole Schwartz	Principal
Mia Gaska	Third Grade Teacher
Maureen Habeeb	Second Grade Teacher
Lindsey Tainsh	Fourth Grade Teacher
Lindsay Baker	Parent/Guardian
Caitlin Koehler	Parent/Guardian
Kevin Sexton	Parent/Guardian
Christine St. Hilaire	Parent/Guardian

Other Contributors to this plan: Wood End's Instructional Leadership Team, School Psychologist and Metco Coordinator/School Adjustment Counselor, Wood End Team Chair, Grades K-5 Classroom Teachers, Special Educators, Specialists, School Nurse

WOOD END ELEMENTARY SCHOOL
85 SUNSET ROCK LANE, READING, MA 01867
PH: 781-942-5420

READING PUBLIC SCHOOLS
82 OAKLAND ROAD, READING, MA 01867
PH: 781-944-5800

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 School's 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.

<i>District-Wide Strategic Objectives</i>	
<p><i>Strategic Objective 1: Supportive and Safe Learning Environment</i></p> <p>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.</p>	<p><i>Strategic Objective 2: Coherent Instructional Systems</i></p> <p>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.</p>
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Calibrate district-wide rigorous instructional practices ● Ensure high quality curriculum materials ● Create a comprehensive assessment system district-wide

<i>Wood End School Mission Statement</i>		
<p>The Wood End Elementary School seeks to create a safe and supportive learning environment. We will work to achieve this aim through the implementation of a tiered support system that promotes clearly defined and consistent student expectations and accountabilities based on our core values, communication and collaboration within our school community, reliance on data for decision making purposes, and an efficient and effective response to the needs of our students. We will foster an environment that focuses on our students' success and encourages students to be their authentic selves.</p>		
<i>Wood End Core Values</i>		
<p>Our school community connects our work to Wood End's Core Values: <i>Respect, Engaged, Responsible, Honest, and Safe</i></p>		
<p><i>Respect</i> for ourselves, others and our learning environment.</p>	<p><i>Responsibility</i> for our choices and actions.</p>	<p>Fostering a <i>safe</i> learning environment where students are <i>engaged</i> and <i>honest</i>.</p>

School Goals for the 2022-23 School Year

During the 2022-23 school year, Wood End Elementary School will look at instructional practices and data to determine how to engage all students in their academic and social-emotional learning experience. By analyzing our practices and student results, we will grow in our ability to differentiate instruction, provide meaningful and reflective experiences for all learners, and engage in discussions that promote equitable and favorable learning outcomes within our school.

Wood End Elementary School Goals

Instructional Rigor

With the goal of providing a robust learning environment that supports strong academic growth for all students, we will continue to work towards aligning Tier 1 (general education) practices to standards based instructional methods that focus on differentiating and adjusting based on student need, as well as engaging all students in learning experiences that foster student voice.

Sense of Belonging

With the goal of creating a teaching and learning environment that is culturally responsive and that addresses the social and emotional needs of our students, Wood End will focus on improving access to equitable instructional opportunities that affirm student experiences, celebrate diverse identities and encourage multiple ways of learning in our classrooms and throughout the school community.

Strategic Initiatives

- To build teacher leaders and to strengthen school-wide teaching and learning for all students and to ensure that cross-role voices are included in the development and planning, we will build an Instructional Leadership Team. The ILT's goal is to:
 - develop, communicate and support a clear, shared vision of high quality teaching and engaged student learning
 - promote alignment to standards and practices
 - facilitate school self-assessment to develop and monitor goals
 - establish a culture of collaboration among educators
- Calibrate with the ILT, district leadership and curriculum coordinators on looking at instruction in a variety of

- Develop a deep understanding of who the student body is by:
 - prioritizing high-quality staff-student relationships
 - building classroom communities with a focus on student identity and celebration of student diversity
- Host school-wide assemblies and create K-5 activities/projects with a focus on Sense of Belonging and Inclusivity
 - focus on Wood End Core Values
 - use of picture books to promote a message of sense of belonging
 - incorporate staff and student presentations, promote engagement, and celebrate successes
- Administration of Sense of Belonging Surveys [Wood End Connectedness Survey (K-5) and Panorama (3-5)]
- Align Tier 1 Social Emotional Learning lessons to themes identified in the surveys

<p>ways in service of moving instruction across the school forward</p> <ul style="list-style-type: none"> ○ identify what rigorous instruction looks like and how we define rigorous and engaging tasks for students ● Create opportunities for observation of exemplar teaching and learning and foster the practice of reflection: <ul style="list-style-type: none"> ○ through staff participation in and discussion of classroom walkthroughs ○ by looking at student work ○ through the analysis of instructional videos ● Embed standards-based teaching and learning skills in library and technology classes ● Dedicate consistent staff meeting time to build capacity for and planning of instruction (ARC Core Literacy and Illustrative Mathematics) ● Provide district wide and school based coaching for staff in the implementation of ARC Core Literacy and Illustrative Mathematics ● Analyze high level student data through the use of protocols during staff meetings and Instructional Leadership Team meetings to identify areas of strength and gaps in achievement ● Utilize assessment data (Independent Reading Leveling Assessment, Acadience, Early Bird, and Assessing Math Concepts) and align approaches for support within the classroom and identify interventions necessary to support student learning needs <ul style="list-style-type: none"> ○ Analyze trends in assessment data in order to best understand student learning 	<ul style="list-style-type: none"> ● Offer weekly student centered social groups and lunch groups to provide opportunities to practice social skills, build peer connections and foster healthy relationship building, and increase empathy and understanding ● Consistently utilize our PAW system and positive office referrals by acknowledging and celebrating our students' demonstration of our core values through a positive behavior intervention and support model. ● Align access to Tier 2 supports including: <ul style="list-style-type: none"> ○ mentoring ○ check-in/check out ○ small, skills based groups ● Further define the role, responsibilities, and expectations for the new School Adjustment Counselor/METCO Coordinator ● Analyze attendance data over time to identify trends to ensure students are coming to school consistently and on time <ul style="list-style-type: none"> ○ meet with families and make daily phone calls as needed ● Pilot a Safety Officers branch of the Student Council. <ul style="list-style-type: none"> ○ Officers will model core value behavior and help teachers and younger students in the school. Safety and Community Officer jobs include kindergarten, first and second grade classroom helpers, teacher classroom helpers, specialist assistants, placard assistants and occasionally help for special school events ● Update the Wood End guidebook defining our school culture, mission and systems to have a shared understanding of school culture and expectations ● Celebrate and acknowledge the work of students and staff through social media and the publication of a weekly newsletter for all families to promote an inclusive and positive school community
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Outcomes

- Progress towards meeting at least 85% of ACCESS "Progress Targets" in 2023
- Progress towards MCAS benchmarks or beyond for all student groups
- A decrease in the achievement gap on district assessments between high needs student groups (special education, Multilingual Learners, and economically disadvantaged) and the general population of students.
- School-level, classroom-level, and student-level district assessment data organized through a dashboard. *This will drive future goal setting around school targets within each district assessment.*
- Evidence of school-level, classroom-level, and student-level interventions in response to student achievement data
- Documented system for assessing student sense of belonging, including set indicators, assessment schedules, and possible interventions/supports

Alice M. Barrows Elementary School School Improvement Plan 2022-23

<i>Vision of the Reading Public Schools</i>	
<p>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.</p>	
<i>Reading Public School's Statement of Equity</i>	
<p>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.</p>	
<i>District-Wide Strategic Objectives</i>	
<p><i>Strategic Objective 1:</i> Supportive and Safe Learning Environment</p> <p>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.</p>	<p><i>Strategic Objective 2:</i> Coherent Instructional Systems</p> <p>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.</p>
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Calibrate district-wide rigorous instructional practices ● Ensure high quality curriculum materials ● Create a comprehensive assessment system district-wide

Alice M. Barrows Elementary School Mission

Alice M. Barrows Elementary School is a place that educates and challenges, and encourages all students while serving their unique academic, physical, social, and emotional needs through innovative, collaborative learning experiences that promote critical and creative thinking.

The Core Values of the Alice M. Barrows Elementary School

As a school, we focus on building productive and kind individuals through our Barrows Beliefs, which include:

Be Safe, Be Respectful, Persevere, & Collaborate

School Goals for the 2022-23 School Year

During the 2022-23 school year, the Alice M. Barrows Elementary School will look at instructional practices and data to determine how to engage all students in their academic and social-emotional learning experience. By analyzing our practices and student results, we will grow in our ability to differentiate instruction, provide meaningful and reflective experiences for all learners, and engage in discussions that promote equitable and favorable learning outcomes within our school.

Alice M. Barrows Elementary School Goals

Instructional Rigor

With the goal of providing a robust learning environment that supports strong academic growth for all students, we will continue to work towards aligning Tier 1 (general education) practices to standards based instructional methods that focus on differentiating and adjusting based on student need, as well as engaging all students in learning experiences that foster student voice.

Sense of Belonging

With the goal of creating a teaching and learning environment that is culturally responsive, the school will focus on improving access to instructional opportunities that affirm student experiences, most notably in our classroom instruction.

Strategic Initiatives

- Dedicate consistent staff meeting time to build capacity in our new curriculum and plan for instruction (ARC Core Literacy and Illustrative Math).
- With the goal of building teacher leaders and an aligned culture of teaching and learning, we will build out an instructional leadership team. The ILT’s primary goal is to:
 - Promote alignment to standards and practices
 - Learn instructional best practices from each other
 - Lead teams through the Teaching and Learning Cycle that involves planning with curriculum and standards, analyzing student

- Host monthly school-wide assemblies to expand a sense of belonging within our school community. These school-wide assemblies incorporate staff and student presentations and engagement, celebrating students’ successes focused on our core values.
- Consistently utilize our Shining Star Ticket System by acknowledging and celebrating our students’ demonstration of our core values through a positive behavior intervention and support model.
- Offer weekly social groups and lunch groups to provide opportunities to practice social skills, increase empathy and understanding and foster healthy relationships.
- Administer Sense of Belonging Survey (Panorama Survey) three times during the year

<p>work, reflecting and making plans for adjustment.</p> <ul style="list-style-type: none"> ● Analyze high-level student data through School Reform Initiative protocols during staff and instructional team leadership meetings and identify areas of strength and gaps in achievement to improve teaching and learning. ● Utilize assessment data (Independent Reading Leveling Assessment, Acadience, Early Bird & Assessing Math Concepts) and align approaches for supports within the classroom and to identify students with specific learning needs to provide best instructional practices and interventions ● Create consistent opportunities for video-based exemplar teacher observations and peer walk-throughs to provide a structured, team-based approach to gathering information on best teaching practices and learning within the classroom. Learning walkthroughs promote system-wide growth and reflection for our practitioners. ● Increase professional development for all teachers, including specialized teachers and support staff, to effectively identify individual student needs and utilize appropriate strategies and toolkits for instruction. ● Embed standard-based teaching and learning of science and social studies skills and vocabulary for students in library and technology to support students' literacy goals ● Leverage additional Art Enrichment classes for grades K-2 to enhance math vocabulary and standard-based concepts that are identified as areas of need during our data reviews ● Incorporate engaging mini lessons in morning announcements focusing on math vocabulary, with a strong focus on geometry for all levels. 	<p>and analyze data to drive SEL instruction and supports</p> <ul style="list-style-type: none"> ● Align Tier 1 Social Emotional Learning lessons to themes identified in the Panorama survey ● Align Tier 2 supports such as lunch groups, mentoring, and other identified needs ● Further define role, responsibilities, and expectations for new School Counselor/METCO Coordinator role ● Institute weekly Barrows SEL Support Staff meetings which will focus on: <ul style="list-style-type: none"> ○ identifying students in need, creating support plans to increase social-emotional interventions and supports, and monitoring progress. ○ Developing a Barrows SEL Support Roles and Responsibilities flowchart that is shared with all staff to provide students with the appropriate and necessary support. ○ Ensuring students are coming to school consistently and on time, by meeting with families and students, making daily phone calls and tracking data over time to identify trends. ● Develop a Barrows guidebook defining our school culture, mission, and systems to have a shared understanding of school culture and expectations ● Provide professional development focusing on a trauma-sensitive school to create a deep understanding of trauma and learning to improve instruction. ● Development and refinement of guides/handbooks geared explicitly toward our systems and policies for the entire staff, REACH program, and substitutes. These will provide consistency and high expectations for staff and students. ● Publish a weekly newsletter for all families to promote an inclusive and positive school community. ● Create an intentional focus to welcome and include all families in the PTO, Metco, and SEPAC events by offering hybrid PTO meetings, opportunities to get to know new people during meetings, and providing various volunteer opportunities and activities to foster a sense of belonging.
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	<ul style="list-style-type: none"> • Run a student council that elevates student leadership, voice and community involvement
Outcomes	
<ul style="list-style-type: none"> • Progress towards MCAS benchmarks or beyond for all student groups • Progress towards meeting at least 85% of ACCESS “Progress Targets” in 2023 • A decrease in the achievement gap on district assessments between high needs student groups (special education, English Language learners, and economically disadvantaged) and the general population of students. • School-level, classroom-level, and student-level district assessment data organized through a dashboard. <i>This will drive future goal setting around school targets within each district assessment.</i> • Evidence of school-level, classroom-level, and student-level interventions in response to student achievement data • Documented system for assessing student sense of belonging, including set indicators, assessment schedules, and possible interventions/supports 	



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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: Thomas Wise, Reading School Policy Subcommittee Chair
DATE: November 28, 2022
TOPIC: Policies for Revocation or Amended Adoption

During our meeting on the 16th of October, the Policy Subcommittee reviewed five policies for revocation and/or amendment. All policy reviews were executed in alignment with requests from the administration. As part of the reviews, we compared our old policies to changes recommended by MASC over the last eight years and asked our legal counsel to review them for alignment with current state law. The summary is as follows:

- (1) **Policy JHBA – Skip Days:** This policy initially came up for review by the Policy Subcommittee at the request of the Administrative Attendance Committee. The current policy is out of alignment with the desire to allow credit recovery by students, the policy currently implies a nearly automatic one-day suspension that is not aligned with state law, and the policy is not in the MASC master policy manual. Therefore, the Policy Subcommittee voted 3-0 to recommend the revocation of this policy by the School Committee.
- (2) **Policy JE – Student Attendance:** This policy also came up as part of the Administrative Attendance Committee. In this case, there were no MASC or legal updates. The only updates are minor grammatical and alignment with current gender recognition standards. The Policy Subcommittee voted 3-0 to recommend the amended Policy JE for adoption by the School Committee.
- (3) **Policy JH – Student Absences and Excuses:** This is the third and final policy that was recommended by the Administrative Attendance Committee for review. This policy has significantly more changes to align with the current MASC version of the same policy. MASC performed updates of this policy in January 2020 and October 2014. It was also reviewed by legal counsel with a relatively minor, but important change. Finally, the Policy Subcommittee made changes to align with our standards for Parent/Guardian and gender recognition. The Policy Subcommittee voted 3-0 to recommend the amended Policy JE for adoption by the School Committee.
- (4) **Policy JFABD – Homeless Students: Enrollment Rights and Services:** This policy came up as part of the Tiered Focused Monitoring. This policy was significantly amended to align with the most recent MASC policy which was amended to align with state law in both October 2019 and again in January 2020. Our legal counsel then conducted a review to adjust a few points. The Policy Subcommittee voted 3-0 to recommend the amended Policy JFABD for adoption by the School Committee.
- (5) **Policy EFDA – Unpaid Meal Pay Policy:** This policy came up at the request of Mrs. Bottan and needed to be updated in alignment with recent changes in state law. This policy is not in the MASC master policy manual, so Mrs. Bottan made some initial adjustments, and legal counsel followed with further changes. During our review, the Policy Subcommittee made grammatical changes and changes to align with our standards for Parent/Guardian inclusion. Finally, the Policy Subcommittee voted 3-0 to recommend the amended Policy EFDA for adoption by the School Committee.

The normal course of action, which we firmed up last year, would be a one-meeting review, adjustment, and approval following Policy Subcommittee review, edit, and approval. However, as you know, that requires a seven-day notification of the amended policies to the entire School Committee. Unfortunately, due to the Thanksgiving holiday, we missed that notification period, so we plan to conduct (2) through (5) above over the course of two meetings.

Further, since we do not have a policy on revocation and since we have executed revocations in a single meeting in the past, we are hoping the School Committee will agree with the Policy Subcommittee and agree to revoke Policy JHBA effective immediately following the discussion and vote on Thursday.

Thank you.

Thomas Wise
Policy Subcommittee Chair

SKIP DAYS

Students involved in a “skip day” will be considered truant and after a due process hearing will be given one day of in-school suspension. NO make-up or credit will be allowed for work missed during the time of truancy.

The school will not accept parent permission for students to participate in “skip days.”

Adopted by the Reading School Committee on March 26, 2007

STUDENT ATTENDANCE

The Reading School Committee and the Reading Public Schools believe in the importance of regular attendance by all students. Students are expected to attend school 180 days since vacation periods are built into the year-long school calendar.

Except in cases of illness and extenuating circumstances, students are expected to be present when school is in session. Parents are strongly urged not to schedule family vacations during school days and not to extend the scheduled vacation periods.

Should a parent choose to keep a student out of school, for reasons other than illness or extenuating family circumstances, teachers will provide the normal range of assistance upon the student's return to school. However, it is the student's responsibility for identifying and making up missed work.

Teachers are not required to provide advance assignments to students, and the school and the individual teacher(s) are not required to assume responsibility for providing individual tutoring or extensive individual help for the student when he/she returns.

Adopted by the Reading School Committee on March 26, 2007

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Adopted by the Reading School Committee on March 26, 2007

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

Adopted by the Reading School Committee on March 26, 2007

LEGAL REFS.: M.G.L. 76:1; 76:16; 76:20

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A student may also be excused for other exceptional reasons with the approval of the Principal or designee.

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Student Absence Notification Program

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Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

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Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

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A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed from school unless the Principal has sent notice to the student, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good-faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the [benefits of earning a high school diploma](#), the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

Adopted by the Reading School Committee on March 26, 2007.
Reviewed, Revised, and Adopted by the Reaching School Committee on

LEGAL REFS.: M.G.L. [76:1](#); [76:1A](#); [76:1B](#); [76:16](#); [76:18](#); [76:19](#); [76:20](#)

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HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the districts liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the districts decision and their appeal rights in writing. The districts liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist.

Records from the students previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the states address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The districts liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The districts liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

Adopted by the Reading School Committee on March 26, 2007

LEGAL REFS.: Title I, Part C
 No Child Left Behind Act, 2002

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth¹ (collectively, “homeless students”) as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming, and extracurricular activities.

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Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; and
7. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended) who qualify as homeless because they are living in conditions described in the previous examples.

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Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their school of origin, i.e. the school that the student was attending at the time they became homeless, or the last school the student attended before becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term “school of origin” shall also include the receiving school in the same school district educating students at the next grade level.

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Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to each student’s school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

¹ “A homeless child or youth not in the physical custody of a parent or guardian.” 42 USC §11434a.

Students Enrolling in District Where Sheltered or Temporarily Residing

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Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy-related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families 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.

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

Dispute Resolution

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If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will provide to the parent in writing via the DESE form, and in a language the parent can understand², on the same day as the denial, the rationale for its determination and provide the parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education³. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

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The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families;

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² Translation of communications of this type is required by Title I, among other laws. See, e.g. 20 USC § 6312.

³ Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

File: JFABD

other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters, and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff received professional development and other support on issues involving homeless students.

Adopted by the Reading School Committee on March 26, 2007.

Reviewed, updated, and adopted by the Reading School Committee on

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

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No Child Left Behind Act, 2002

UNPAID MEAL CHARGE POLICY

The Reading Public School System participates in the National School Lunch and Breakfast Program sponsored by the United States Department of Agriculture (USDA) which permits the school system to offer free and reduced priced meals to students who qualify. Families who wish to apply for free or reduced meals must complete an application each year. The application may be submitted at any time during the school year. Applications are available in each school's main office, at the School Nutrition office, and online at <https://www.reading.k12.ma.us/>.

BORROWING MONEY FOR A MEAL

Any student whose school meal account has a zero or negative balance **will be allowed to charge a reimbursable meal and/or a milk**. A "reimbursable meal" is defined as a meal consisting of at least three (3) of the five (5) offered meal components (grain, meat or meat alternative, fruit, vegetable and milk) and must include a fruit and/or vegetable component. This will result in a negative balance on the student's account until funds are added to the student's account.

Per the USDA, we are legally obligated to collect any owed funds from a served reimbursable meal, but we are not legally obligated to serve a reimbursable meal that is not paid for. However, we must consider our customers and use the utmost courtesy while managing this process. It is important to the Reading School Nutrition Department that we have open communication between the student, the parent, the Director of School Nutrition, and the Principal of each school to manage any student debt incurred for meals

Families will be notified weekly by the School Nutrition program if their account is negative. The School Nutrition Department will work together with the school administration in a joint effort to contact students/parents to assist with collections.

Students with a negative account balance will not be allowed to purchase a la carte items until the student's account is in good standing. "Good standing" for the purchase of a la carte items are defined as an account with a positive balance.

PAYMENT OPTIONS

The Reading School Nutrition Department offers an online payment option as well as a payment by check or cash. Our online website is www.myschoolbucks.com. We encourage our families to pre-pay for meals at the paid or reduced price to help to ensure children have consistent access to meals without accruing unpaid meal charges. Our system includes a feature to allow for parental restrictions limiting a child's spending at the point of service. For example, the system could allow families to place specific limits on à la carte purchases. Families can contact the School Nutrition office for further information should they wish to utilize this option. We also accept checks and cash at all schools. Checks should be made out to the Reading School Nutrition Department.

ONLINE PAYMENT

We allow families to add money to their child's account from a computer or mobile device which makes payment more convenient for families. Families who do not opt to pay using the online system can access the system to check their child's account balance. Many families may not realize how much their child is spending in the cafeteria each day, especially if the child is purchasing à la carte items in addition to their reimbursable breakfast and lunch. We encourage families to regularly check their account balance and track their child's spending. This can help prevent households from accruing unpaid meal charges.

AUTOMATIC PAYMENT

We also offer online payment platforms that include an optional feature which families may use to automatically add money to their account when they reach a set dollar amount. Families using these systems may also set up a “low balance warning” to ensure they are notified promptly when a payment is needed.

The Reading Public Schools will work together with all the fee-based programs and activities. At the end of each school year students with an outstanding bill above (\$20.00) will not be allowed to register for any fee-based program until the food balance has been paid off.

REFUNDS

Withdrawn Students: For any student who is withdrawn, a written request for a refund of any money remaining in their account must be submitted. An e-mail request is also acceptable.

Graduating Students: Students who are graduating at the end of the year who have a negative balance will not be eligible to participate in graduation activities. Students who have a positive balance may transfer the balance to a sibling’s account, donate the money to a student who has an outstanding debt, or request a refund.

DONATIONS TOWARD STUDENT DEBT

When donations toward student debt are received, they need to be applied to a specific student’s debt. A general donation goes into the School Nutrition program account but does not get applied to a specific student(s), so the debt owed does not decrease. The student(s)' files will continue to show the same debt unless the donation is applied to specific student(s)'s accounts.

If a donation is made to a specific school, the principal will work with the Director of School Nutrition to determine which student(s) will be credited and by how much. (A donation may be split between multiple students.) The director or principal may use the process outlined below for the district to determine who in their building will receive the donation, or they may decide based on their knowledge of the students and their families.

If a donation is made to the district in general, and not to a specific school, then the Director of School Nutrition will follow these guidelines in applying the donation to specific students:

1. The donation will be prorated/split between students who are currently eligible for free lunch and who have debt from prior to their eligibility for free lunch.
2. If monies remain from any donation after all students eligible in #1 are covered, the same proration/split will be done between students currently eligible for reduced lunch and who have debt from prior to their eligibility for reduced lunch.
3. If monies remain from any donation after all students eligible in #1 and #2 are covered, the balance will be prorated/split over students currently receiving reduced lunch who have debt from the paid portion of the reduced lunch price.

4. If monies remain after all these students are covered, the balance will be held for 60 days and then applied using this same process to any new debt.
5. The School Nutrition Dept will notify families when monies are applied to their account, letting them know there was an anonymous donation toward their debt.

Legal Reference: 7 CFR 210, Office of Management and Budget Circular A-87
M.G.L. Chapter 71: Section 72. Sale of lunches
M.G.L. Chapter 71: Section 68. Duties of towns to maintain schools;
transportation of children; school building committee representation
M.G.L. Chapter 71: Section 37K. Business demonstration projects;
disposition of proceeds
M.G.L. Chapter 44: Section 69. Municipal or district services, fees or
charges; insufficient funds checks; penalty
M.G.L. Chapter 60: Section 57A. Payment by check not duly paid;
penalty
M.G.L. Chapter 93: Section 40A. Dishonored checks; demand for
payment

Adopted by the Reading School Committee 11.01.18

File: EFDA

UNPAID MEAL CHARGE POLICY

The Reading Public School System participates in the National School Lunch and Breakfast Program sponsored by the United States Department of Agriculture (USDA) which permits the school system to offer free and reduced-priced meals to students who qualify. Families who wish to apply for free or reduced meals must complete an application each year. The application may be submitted at any time during the school year. Applications are available in each school's main office, at the School Nutrition office, and online at <https://www.reading.k12.ma.us/>.

BORROWING MONEY FOR A MEAL

Any student whose school meal account has a zero or negative balance **will be allowed to charge for a reimbursable meal and/or milk**. A "reimbursable meal" is defined as a meal consisting of at least three (3) of the five (5) offered meal components (grain, meat or meat alternative, fruit, vegetable, and milk) and must include a fruit and/or vegetable component. This will result in a negative balance on the student's account until funds are added to the student's account.

Per the USDA, we are legally obligated to collect any owed funds from a served reimbursable meal. However, we must consider our customers and use the utmost courtesy while managing this process. It is important to the Reading School Nutrition Department that we have open communication between the student, the parent/guardian, the Director of School Nutrition, and the Principal of each school to manage any student debt incurred for meals.

Families will be notified weekly by the School Nutrition program if their account is negative and determine if a student is otherwise directly certified, categorically eligible or income eligible for free or reduced-price meals within 30 days of notifying a household with unpaid meal debt. During these 30 days, school districts should affirmatively contact households and offer an application for the National School Lunch and Breakfast Program. The School Nutrition Department will work together with the school administration in a joint effort to contact parents/guardians to assist with collections.

Students with a negative account balance will not be allowed to purchase a la carte items until the student's account is in good standing. "Good standing" for the purchase of a la carte items is defined as an account with a positive balance.

PAYMENT OPTIONS

The Reading School Nutrition Department offers an online payment option as well as payment by check or cash. Our online website is www.myschoolbucks.com. We encourage our families to pre-pay for meals at the paid or reduced price to help to ensure children have consistent access to meals without accruing unpaid meal charges. Our system includes a feature to allow for parent/guardian restrictions limiting a child's spending at the point of service. For example, the system could allow families to place specific limits on a la care purchases. Families can contact the School Nutrition office for further information should they wish to utilize this option. We also accept checks and cash at all schools. Checks should be made out to the Reading School Nutrition Department.

ONLINE PAYMENT

We allow families to add money to their child's account from a computer or mobile device, making payment more convenient for families. Families who do not opt to pay using the online system can access the system to check their child's account balance. Many families may not realize how much

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File: EFDA

their child is spending in the cafeteria each day, especially if the child is purchasing à la carte items in addition to their reimbursable breakfast and lunch. We encourage families to regularly check their account balance and track their child’s spending. This can help prevent households from accruing unpaid meal charges.

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AUTOMATIC PAYMENT

We also offer online payment platforms that include an optional feature that families may use to automatically add money to their account when they reach a set dollar amount. Families using these systems may also set up a “low balance warning” to ensure they are notified promptly when a payment is needed.

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STUDENT AND FAMILY PROTECTIONS

Students with unpaid meal debt are legally protected from public identification, embarrassment, or any disciplinary action due solely to unpaid meal debt. Students will not be barred from any non-fee school activities such as field trips, school plays, or any after-school activities that do not otherwise require a fee for participation solely because of the student’s unresolved meal debt. The Reading Public Schools will work together with all the fee-based programs and activities to resolve meal debt as a condition of fee-based program and activity participation. Students will also not be prohibited from receiving grades, official transcripts, report cards, or from graduating or attending graduation events solely because of unresolved meal debt. Additionally, parents/guardians will not be required to pay fees or costs over the actual amounts owed for meals previously served to the student.

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REFUNDS

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Graduating Students: Students who are graduating at the end of the year and who have a negative balance are expected to pay their accumulated meal debt. Students who have a positive balance may transfer the balance to a sibling’s account, donate the money to a student who has an outstanding debt or request a refund.

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LEGAL REF.: 7 CFR 210, Office of Management and Budget Circular A-87
M.G.L. Chapter 71: Section 72. Sale of lunches
[M.G.L. Chapter 71: Section 72A. Implementation the federal community eligibility provision; waiver; training; certification of students for free school meal status](#)
[M.G.L. Chapter 71: Section 72B. Unpaid student meal debt; determination of whether student is categorically-eligible for free or reduced-price meals](#)
M.G.L. Chapter 71: Section 68. Duties of towns to maintain schools; transportation of children; school building committee representation
M.G.L. Chapter 71: Section 37K. Business demonstration projects; disposition of proceeds
M.G.L. Chapter 44: Section 69. Municipal or district services fees or charges; insufficient funds checks; penalty
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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

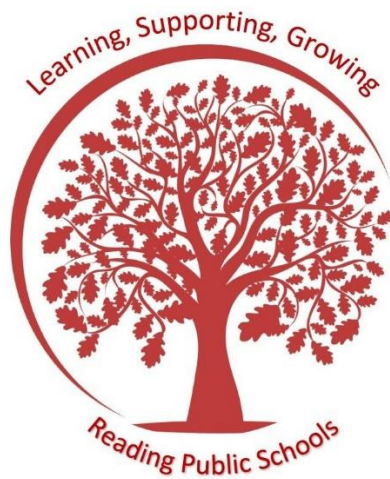
Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Shawn Brandt, Reading School Committee Chair
DATE: November 29, 2022
TOPIC: Social Media Liaison Approach

At our meeting on Thursday, December 1, I would like the committee to consider whether our current approach to Social Media coordinators has been as effective as we would like, and potentially discuss any adjustments to the approach.

**Reading Public Schools
School Committee Meeting Packet**

December 1, 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		
	6/4/2023	RMHS Graduation	
	6/5/2023		
June	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	