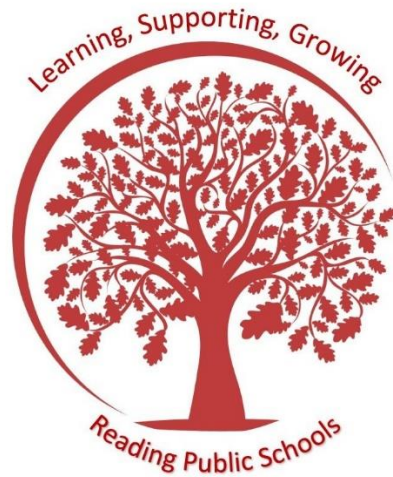


**Reading Public Schools
School Committee Meeting Packet**

December 15, 2022



Open Session 7:00 p.m.

RMHS Schettini Library



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2022-12-15

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Shawn Brandt, Chair

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

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

Topics of Discussion:

7:00 p.m.	A.	Call to Order
7:05 p.m.	E.	New Business 1. 2022-2023 Massachusetts Association of School Superintendents Certificate of Academic Excellence Recipients
7:15 p.m.	B.	Public Comment Consent Agenda 1. Minutes (12-01-2022) 2. Friends of Reading Field Hockey Donation 3. Request to Dispose of Surplus Property 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
7:35 p.m.	E.	New Business 2. RMHS School Improvement Plan – Review and Approve (A) 3. Quarterly Financial Update – Q1 (Jul-Sep) 4. Pre-budget – Preview and Discussion
8:30 p.m.	G.	Executive Session 1. To conduct strategy sessions in preparation for negotiations with nonunion personnel (Central Office & Principals) 2. To review and approve minutes for November 3, 2022 Executive Session

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.



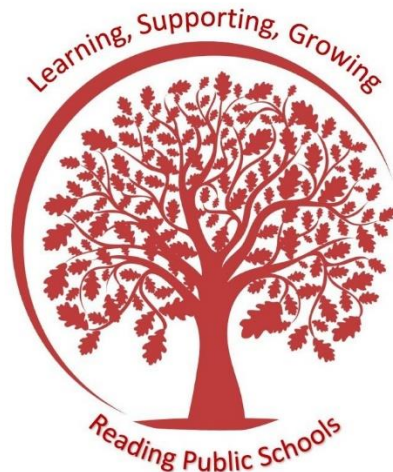
Town of Reading Meeting Posting with Agenda

9:00 p.m.	D.	<p>Old Business</p> <ol style="list-style-type: none"> 1. Second Reading of Policy JE – “Student Attendance” 2. Second Reading of Policy JH – “Student Absences and Excuses” 3. Second Reading of Policy JFABD – “Homeless Students: Enrollment Rights and Services” 4. Second Reading of Policy EFDA – “Unpaid Meal Charge Policy”
9:15 p.m.	E.	<p>New Business</p> <ol style="list-style-type: none"> 5. First Reading of Policy DEC – “Federal Funds Supplement Not Supplant Policy” 6. First Reading of Policy DKC – “Expense Reimbursements” 7. First Reading of Policy GCF – “Professional Staff Hiring” 8. First Reading of Policy JICK – “Harassment of Students”
	F.	<p>Information / Correspondence</p> <ol style="list-style-type: none"> 1. Correspondence from Rebecca Liberman 2. Correspondence from Autumn Hendrickson
9:30 p.m.		Adjourn

**Times are approximate

**Reading Public Schools
School Committee Meeting Packet**

December 15, 2022



Consent Agenda



Town of Reading Meeting Minutes

Board – Committee – Commission – Council:

School Committee

Date: December 1, 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, Tom Wise

Others Present: Superintendent Dr. Tom Milaschewski, Dr. Sarah Hardy, Susan Bottan, Jayda Hayes, Heather Leonard, Caitlin Shelburne, Nicole Schwartz, Alissa Gallegos, Rochelle Rubino, Sarah Marchant

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

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

Mr. Brandt reviewed the evenings agenda.

B. Public Comment – no public comment

Consent Agenda -Ms. Nazzaro motioned to approve consent agenda, seconded by Mr. Wise.
Discussion on 1.3-million-dollar gift.

Dr. Milaschewski shared that a Reading Town Meeting Member David Libby who had passed left in his estate a gift designated for scholarships for deserving graduating seniors. There will be further discussions on details surrounding this generous donation and how it will be distributed. Incredibly generous of his estate.

Discussion surrounding the changing of the field trip forms, Dr. Hardy explained that they now have two forms for staff surrounding field trips to obtain approval from the School Committee.

Discussion surrounding HBCU Trip, how is the trip funded, and extending the trip to non-Boston resident students so that they can attend the college tour as well. The guidance department in collaboration with METCO will be managing the students attending this trip.

Discussion surrounding the need for a member of the nursing staff to attend the out of state field trips. There has been discussion with Mary Giuliana, Director of Health Services, and we will get further information surrounding the needs for medical staff in attendance.

Correction to the minutes from 11/30 misspelling of Erin Gaffen's name

Reports:

1. Miss Hayes reported coming back from Thanksgiving break the students are very busy, congratulations to RMHS Drama Club on the production of Scrooge starting 12/2, also winter sports has started as well.
3. Dr. Hardy presented on behalf of Dr. Stys, 2 opportunities with Community Partners Reading Rec is sponsoring special skates, skating lessons for children and adults with physical and intellectual challenges, you can find on Rec website, and Communitas is also offering some fun events as well and those are found on their website. The next SEPAC is 12/20 it's a parent orientation regarding the DESE review that is upcoming. You can find the link on the SEPAC website.

Regarding Innovation Pathways, we are seeking 2 designations with the pathways, we received word from DESE that our Part A has been approved and we are starting work on Part B. So that can get approved by Feb 9. We will soon find out if we will get a 25k planning grant and be able to prep for Innovative Pathways.

Shout out to Grade 3, 4, 5 teachers on ARC Core work with this new program, this is a heavy lift in pivoting into implementation of this new program and they have done an incredible job

Another Shout Out to JE, on the Jaguar Jog, a run in the neighborhood with grades 3, 4, 5. Dr. Hardy ran in support of the run, and many neighbors of JE came out to support the students.

5. Dr. Milaschewski reported that the final part of the MSBA Phase 1 has been submitted. We will move onto phase 2 once the MSBA Board meets in March.
6. Ms. Gaffen reported on the SEPAC meeting on November 15, PAIR held a meeting November 16, and discussed allyship within the community. PAIR is not having a December meeting.

Mr. Wise reported on the finalized ARPA fund distribution and those employees will receive a letter from the ARPA committee surrounding those funds.

Ms. Nazzaro reported on the Permanent Building Committee, both she, Shawn and Dr. Milaschewski attended a breakfast with Chair and Vice Chair of Select Board, Fin Com and Town Manager the discussions were surrounding the SR. Center.

Mr. Brandt reported on Town Meeting and the article supporting the Killam Feasibility Study passing, thanks to Dr. Milaschewski and Ms. Bottan on their work on this project. There will be a new baseball field built at JE, and Symonds Way exploratory committee will begin work soon; recapped a brief meeting surrounding safe routes to school grant that's being submitted

A. Old Business

1. Review and approval of updated SY 22-23 District Calendar, moving RMHS Graduation to Friday, June 2nd in the evening. Mr. Tracey had reached out to RMHS Senior families, none articulated specific concerns about having the graduation on a Friday night on the new field.

Ms. Nazzaro made a motion to approve the SY 22-23 district calendar which moved graduation from June 4th to June 2nd seconded by Mr. Wise, vote carried 5-0.

2. Second reading of JFABE – “Education Opportunity for Military Children”, Mr. Brandt made a motion to waive the reading and seconded by Mr. Wise. Passed 5-0

Ms. Nazzaro made a motion to adopt policy JFABE seconded by Mr. Wise, vote passed 5-0.

3. Second Reading of JFABF – Motion made by Ms. Gaffen Seconded by Ms. McLaughlin; vote carried 5-0.

Ms. Nazzaro made a motion to adopt JFABF, seconded by Mr. Wise, Vote passed 5-0.

E. NEW BUSINESS –

1. Dr. Milaschewski and the elementary and middle school principals presented The School Improvement Plans for 2022-2023. The presentations in their entirety are available in the packet.

Some discussion and comments from the committee, including expressing appreciation for the consistency of the application of the district’s goals and priorities while maintaining the unique culture and needs of each school.

Ms. Nazzaro motioned to approve the elementary and middle School Improvement Plans, seconded by Mr. Wise, vote carried 5-0.

5-minute recess

Meeting was reconvened at 8:39pm

2. STEM Curriculum Update presented by Heather Leonard, the presentation in its entirety is available in the packet.

Some discussion and comments from the committee.

3. Discussion and vote of revocation of Policy JHBA, Mr. Wise reviewed School Committee Policy JHBA, surrounding no makeup or credit work will be allowed for truant students, legal counsel recommendation is to remove the policy entirely, the policy subcommittee met and agreed to revoke the policy.

Ms. Nazzaro made a motion made to revoke JHBA, seconded by Ms. Gaffen, vote carried 5-0.

4. First reading of Policy JE Attendance, Mr. Wise reviewed the policy JE surrounding attendance, the changes were grammatical and legal counsel agreed with the changes, the policy committee recommends approval of the policy.

Ms. Nazzaro proceeded to read first reading of policy JE, Mr. Brandt made a motion to waive the reading, seconded by Ms. Gaffen, vote carried 5-0.

5. First reading of Policy JH - Mr. Wise reviewed the School Committee Policy Student Absences and Excuses, the policy committee and legal counsel reviewed the adjustments and edits.

Ms. Nazzaro proceeded to read first reading of policy surrounding the absentee policy for RPS, Mr. Brandt made a motion to waive the reading, seconded by Ms. McLaughlin, vote carried 5-0.

6. First reading of Policy JFABD – Homeless students, this policy was reviewed through the TFM review, it's been adjusted to align with MASC, in agreement with legal counsel and policy committee.

Ms. Nazzaro proceeded to read the policy, Mr. Brandt motioned to waive the reading, seconded by Ms. Gaffen, vote passed 5-0.

7. First reading of Policy EFDA – “Unpaid Meal Charge Policy” – Mr. Wise reviewed the policy changes, it is adjusted to align with guidance from legal counsel, Ms. Bottan, and the Policy Committee.

Ms. Nazzaro proceeded to read first reading of the policy, Mr. Brandt waved the reading, seconded by Mr. Wise, vote passed 5-0.

Comment from the committee, change to remove the name of the vendor, and add that the school system offers an online payment system so that the policy outlives the vendor changes.

Geoffrey Corum, Ridge Road Reading, MA, had questions surrounding previous debt for students' lunch payments.

Some discussion from the committee surrounding the question.

8. Discussion on Social Media Liaison – Mr. Brandt is recommending that 2 committee members take on the liaison position for the year as opposed to changing it every 3 months. Some discussion from the committee took place. No decision was made there will be further discussion at another meeting.

Ms. Gaffen made a motion to adjourn seconded by Ms. McLaughlin, vote carried 5-0.

Meeting adjourned at 10:23pm

December 4, 2022

Dear Mr. Zaya,

The Friends of Reading Field Hockey is pleased to donate the following equipment to the RMHS Field Hockey Program.

2 sets of mini cones
2 sets of markers
1 rebound board
2 wheelbarrows

The above items will be a great addition to the program.

Regards,

Ron McLaughlin
Treasurer of Friends of Reading Field Hockey

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 Botton, Director of Finance and Operations
DATE: December 15, 2022
RE: Request to Surplus Property

In compliance with the surplus disposition requirements of Massachusetts procurement law MGL Chapter 30B, I ask that the School Committee declare the items outlined below as surplus property:

Parker Middle School

Item	#	Age Reason
student desks	9	? broken
student chairs	4	? broken
staff chairs	5	? broken
trapezoid table	1	? broken
rectangle table	1	? broken
whiteboard/chalkboard	1	? broken
"screenflex" dolly	1	? broken
podium	1	? broken
red filing cabinet	1	? drawers don't work well

Wood End Elementary School

Item	#	Age Reason
7 Student Chairs	7	? broken
1 Student Desk	1	? broken
1 Floor Fan	1	? broken

Class Collections of:

The Massachusetts Chronicles	15+ years old, no longer used
Massachusetts Text by Lerner	15+ years old, no longer used
Scott Foresman Massachusetts Text	15+ years old, no longer used
America in the Time of George Washington	15+ years old, no longer used
The Discovery of the Americas	15+ years old, no longer used
Exploration and Conquest	15+ years old, no longer used
Horizons: United States History Textbooks & Teacher Manuals	multiple 15+ years old, no longer used

Small Group Collections of:

Planet Data	7 15+ years old, no longer used
Earth, Moon, and Beyond	12 15+ years old, no longer used
Earth and Beyond	9 15+ years old, no longer used
International Space Station	5 15+ years old, no longer used
The Moon Landing	5 15+ years old, no longer used
Across the Solar System	8 15+ years old, no longer used
1000 Facts About Space	11 15+ years old, no longer used
MyView Pilot Small Group Book	

Teacher Texts & Manuals:

Bar Modeling	15+ years old, no longer used
Workshop Help Desk	15+ years old, no longer used
Café Model	15+ years old, no longer used
Daily 5 Model	15+ years old, no longer used
The Comprehension Toolkit	15+ years old, no longer used
Exploration Worksheet Books	multiple 15+ years old, no longer used

Assessments:

Dibels Kit Grade 2	multiple	? old, no longer used
Dibels Kit Grade 5	multiple	? old, no longer used

RMHS World Language Department

Item	#	Age Reason
French		
Discovering French Nouveau, Level Bleu 1-McDougal Littell Publishing- Copyright 2004		
student copies	78	no longer used
large text copies	2	no longer used
Level Bleu 1B (Second part of existing book)	9	no longer used
Spanish 7th grade		
student copies-Ven Conmigo ADELANTE Level 1A- Holt, Rinehart, and Winston- Copyright 1999	103	no longer used
Spanish 8th grade		
Textbook, workbooks, atlases:		
student copies- ¡Ven Conmigo! Level 1- Holt, Rinehart, and Winston- Copyright 1996	72	no longer used
teacher's editions- ¡Ven Conmigo! Level 1- Holt, Rinehart, and Winston- Copyright 2000	3	no longer used
student copy- ¡Ven Conmigo! Level 1A - Holt, Rinehart, and Winston- Copyright 1999	1	no longer used
student copies- ¡Ven Conmigo! Level 2 -Holt, Rinehart, and Winston- Copyright 2000	2	no longer used
teacher's edition- ¡Ven Conmigo! Level 2- Holt, Rinehart, and Winston- Copyright 2000	1	no longer used
student copies- ¡Ven Conmigo! Level 1 workbooks- Holt, Rinehart, and Winston- Copyright?	2	no longer used
copies- Discovering Languages: Spanish workbooks- Amsco School Publications- Copyright 1995	21	no longer used
copies- National Geographic Student Atlas of the World atlases- National Geographic Society Copyright	25	no longer used
Novelas/Student readers		
copies- <i>La Gran Aventura de Alejandro</i> – Amsco School Publications- Copyright 1994	3	no longer used
copies- <i>Pobre Ana</i> - Blaine Ray Workshops- Copyright 2006	44	no longer used
copy- <i>Patricia Va a California</i> - Blaine Ray Workshops- Copyright 2006	1	no longer used
copies- <i>La Guitarra Misteriosa</i> - EMC Publishing- Copyright 1982	45	no longer used
Social Studies-Grade 6		
copies- A Message of Ancient Days-Houghton Mifflin- Copyright 1994	216	no longer used
Atlas Books- Grade 6		
student copies- Atlas books- Rand McNally- Copyright 2012	30	no longer used
Library Furniture		
Carousel with six sections (photo attached-does not include chairs, laptop, or décor)	1	no longer used

RMHS World Language (continued)

Item	#	Age	Reason
Auténtico 1 - student books	67		2018 These text were acquired prior to the textbook evaluation
Auténtico 1 - teacher editions	8		2018 and selection process. They are new or nearly new
Auténtico 1 - Core Practice	8		2018 condition. None of these were used in class, although they
Auténtico 1 - ancillary materials	16		2018 may have been used by teachers on a trial basis.
Auténtico 2 - student books	51		2018
Auténtico 2 - teacher editions	9		2018
Auténtico 2 - Core Practice	4		2018
Auténtico 2 - ancillary materials	6		2018
Auténtico 3 - student books	30		2018
Auténtico 3 - teacher editions	12		2018
Auténtico 3 - Core Practice	9		2018
Auténtico 3 - ancillary materials	7		2018
Auténtico Literacy Skills WB 1	9		2018
Auténtico Literacy Skills WB 2	7		2018

RMHS Science and English Departments

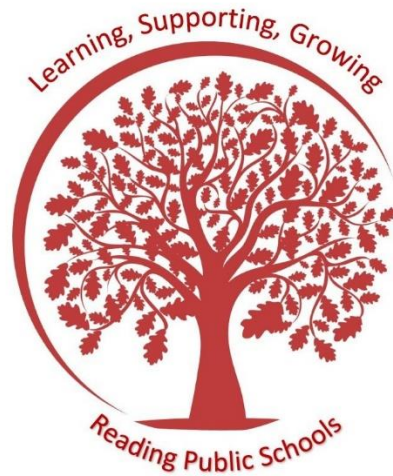
Item	#	Age Reason
old out of date textbooks	42	various beyond useful
Biology: Principles and Explorations	150	old aged beyond use
Miscellaneous aged books	35	old aged beyond use
Modern Biology	20	old aged beyond use
Biology Visualizing Life	20	old aged beyond use
AP Biology Lab Manual	25	old aged beyond use
Preparing For Biology AP Exam circa 2002	45	old aged beyond use
fundamentals of physics	4	old unuseable
Chemistry, Addison Wesley	80	old Aged beyond use
Biology dynamics of life	91	old aged beyond use
Merrell Physics, and some other physics I	150	old aged beyond use
Physical Science: Concepts in Action	64	old aged beyond use
Addison Wesley Chemistry	130	old aged beyond use
Biology dynamics of life	about 181	old aged beyond use
Priniciples of exploration	41	old aged beyond use
Life Science	31	old aged beyond use
Campbell biology	55	old aged beyond use
Old typewriter	1	old too old to be useable
<i>Famous American Plays of the 1930s</i>	30	1977 beyond useful life
<i>The Snow Goose</i>	23	1978 beyond useful life
Dr Faustus	79	1948, 1969 beyond useful life
Arrowshmith	19	1945 beyond useful life
Lord Jim	30	1963 beyond useful life

Once declared, the school department will take the required steps to offer these items to Town departments, or resold, or disposed of in accordance with the laws and regulations of the Commonwealth of Massachusetts. Please feel free to contact me with questions about this request.

Thank you.

**Reading Public Schools
School Committee Meeting Packet**

December 15, 2022



New Business

Reading Public Schools

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



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

To: School Committee
From: Dr. Thomas Milaschewski
Date: December 15, 2022
Re: School Improvement Plans

During the December 15th School Committee meeting, RMHS Principal Kevin Tracey will present the RMHS School Improvement Plan to the School Committee for approval. The RMHS School Improvement Plan is included in the packet. The School Improvement Plans for Coolidge, Parker, Birch Meadow, Barrows, Killam, Wood End, and Joshua Eaton were approved by the School Committee during the December 1st meeting.

**READING MEMORIAL HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2022-2023**

Approved by RMHS School Council 12/8/22

Reading Public School's Mission

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

Vision of 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 learn best if they are physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

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

RMHS Portrait of a Graduate

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

Learn - Grow - Teach

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

Empathize - Consider Perspectives - Practice Communal Care

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

Engage - Serve - Thrive

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

RMHS Core Values

The primary goal of Reading Memorial High School is the preparation of students to be literate, skilled, creative, healthy, competent and informed citizens-appreciative of the arts; capable of critical thinking and problem-solving; and able to function intellectually, emotionally and physically within a complex, interdependent and pluralistic world.

The Core Values that guide all members of the RMHS Community and all of our actions and decisions are:

- ❖ RESPECT
- ❖ RESPONSIBILITY
- ❖ PERSEVERANCE
- ❖ SCHOLARSHIP

As educators, we believe our work centers on the pursuit of knowledge and the cultivation of intellectual, emotional and physical well-being. We help our students enhance their ability to think by teaching the symbols and concepts through which thought, and creativity take place, and by developing the skills for using those symbols and concepts. The uses of intelligence with which we are concerned include critical thinking, observing, information gathering, processing and evaluating, listening, logic, computation, oral and written communication, and the application of these skills in decision-making and problem solving. We help our students by imparting knowledge of their bodies and providing opportunities for physical activity.

RPS District Strategic Objectives

Strategic Objective 1: Supportive and Safe Learning Environment: **Students deserve healthy and successful learning communities within which all have a sense of belonging.**

Strategic Objective 2: Coherent Instructional Systems: **Students deserve challenging and engaging learning environments that promote high levels of growth and achievement.**

Strategic Objective 3: School Operations: **The success of our staff and students is supported by efficient operational systems.**

Reading Memorial High School Goals for 2022-23 School Year

During the 2022-2023 school year,

1. Foster a positive, professional, supportive, and collaborative school culture among staff, students, parents and community within which all have a sense of belonging.
2. Maintain a school-wide focus on equity; including, but not limited to a review of student academic, attendance and conduct data, student access to rigorous programs and opportunities, and support ongoing staff and student efforts to create a learning environment that is challenging, safe and welcoming for all.
3. Through a more consistent practice of instructional walkthroughs and feedback and professional development, focus our instructional work on creating learning environments and experiences that promote high levels of growth and achievement.
4. Create clear and transparent systems for operations and communication; including, but not limited to a review of our graduation pathways and policies for school attendance and credit recovery.

<p>Foster a positive, professional, supportive, and collaborative school culture among staff, students, parents and community within which all have a sense of belonging.</p>	<p>Maintain a school-wide focus on equity; including, but not limited to a review of student academic, attendance and conduct data, student access to and success in rigorous programs and opportunities.</p>	<p>Create clear and transparent systems for operations and communication; including, but not limited to a review of our graduation pathways and policies for school attendance and credit recovery.</p>	<p>Through a more consistent practice of instructional walkthroughs and feedback and professional development, focus our instructional work on creating learning environments and experiences that promote rigorous thinking and high levels of growth and achievement for all students.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategic Initiatives

<ul style="list-style-type: none"> ● Analyze attendance data trends with equity in mind, and design and implement proactive tiered interventions and celebrations. ● Celebrate and acknowledge the work of students and staff as a Reading school community through social media, website, monthly newsletters, articles and public presentations. ● Build a shared sense of belonging and identify common indicators to measure progress. ● Increase and formalize opportunities for student participation and voice in student government ● Increase opportunities for staff leadership and collaboration across departments and grade levels ● Examine and implement a professional development structure and use of time to promote professional growth and move forward important initiatives. ● In the wake of the pandemic, keep focus on social-emotional health and well-being of staff and students and the implementation of Project Wayfinder curriculum across grades 9 and 10. 	<ul style="list-style-type: none"> ● Research, design and launch formalized multi-tiered system of support or intervention model (MTSS) for regular education students; including, but not limited to a redesign of our SST and CASEL protocols to increase efficiency and the creation of an academic support center out of our library. ● Continue the study of RMHS' current schedule and its effectiveness with the intent of making incremental changes to remove current constraints from our schedule in 2023-2024. Based on the committee's ongoing work, the school may adopt a new overall schedule in 2024. ● Create internal and sustainable systems for student data collection and analysis; including, but not limited to shifting to an effective SIS (student information system) 	<ul style="list-style-type: none"> ● In partnership with outside local business, DESE and the MAHire board, pursue funding and launch two RMHS Innovation Pathways in the 2023-2024 school year in Manufacturing and Engineering and Computer Science. ● In collaboration with Middlesex Community College, increase our opportunities for dual-enrollment and the Gateway to College program. ● Begin research on the integration of a senior capstone or senior internship program in partnership with local businesses and the surrounding community. ● Implement new policy, preventative practices and support for student attendance and credit recovery. 	<ul style="list-style-type: none"> ● Create school-based instructional leadership team (ILT) and develop set cadence and schedule for meetings ● Engage the instructional leadership team to identify "look fors" in rigorous instruction, and aligning on a common understanding around rigorous tasks to serve as a framework for our walkthroughs. ● Through a more consistent practice with department chairs of instructional walkthroughs and feedback, focus our instructional work on calibrating school-wide around rigor and how we define rigorous and engaging tasks for students. ● Anchor staff professional development with Zaretta Hammond's <i>Culturally Responsive Teaching and the Brain</i> to create learning environments where all students are prepared to engage in rigorous, hands-on, minds-on tasks. ● Evaluate current formative and summative assessments used to measure student progress in content understanding and skill development across content areas and levels.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> ● Support the work of our anti-bias, anti-racism initiatives; including an examination of grade, attendance and conduct data in respect to equity and continue to support professional development in line with meeting the needs of all students. 		<ul style="list-style-type: none"> ● Implement a more structured practice of colleagues collaboratively reviewing student data to inform instruction, curricular pacing and student progress.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Outcomes

- Revision of SST (Student Support Team) and CASEL (Collaborative for Academic, Social and Emotional Learning) protocols and the establishment of an academic support center to provide intervention for our general education students..
- Apply for an Innovation Pathway designation in Advanced Manufacturing/Engineering and Computer Science/Information Systems and create a plan for implementation in the 2023-24 school year
- Published weekly newsletters to families and staff and ensure that there is an active link on the website for school-wide calendars and for archived newsletters.
- Progress towards measuring our students' (and staff) sense of belonging by identifying and implementing common indicators, such as Panorama survey data, which elevates school and student level trends with triannual reviews of data and results, and our homegrown survey from the Lynch School of Education (Boston College).
- Increase advanced coursework participation rates for high needs students by 10% in the 2023/24 school year
- Ensure that all RMHS students meet expectations on MCAS in ELA, Math and Science. For those who do not pass or meet expectations, students are enrolled in an intensive MCAS intervention course that is individually tailored to each student based on the analysis of their previous year's MCAS results. The course meets for a span of 8 weeks during the student's flex block.
- All RMHS Multilingual Learners hit their ACCESS test individual "Progress Targets" in 2023.
- Generate and adhere to a school-wide professional development calendar for the 2022-2023 school year to increase opportunities for staff learning and collaboration. Double the amount of collaborative time for staff throughout the year (1:02 early release Fridays and two department meetings a month).

- Align RMHS graduation requirements to match MASSCore expectations of 4 years of mathematics for all RMHS students.
- Develop and implement observation tracker for department heads and Instructional Leadership Team to support providing aligned feedback to teachers around rigor
- All department heads/ILTs complete at least 5 co-observations/walkthroughs to align on rigorous instructional practices within the first quarter of school year.

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 15, 2022
Re: FY23 First Quarter Financial Report

In the spring of 2022, the Reading Public Schools was appropriated \$51,783,363 by Annual Town Meeting for the Fiscal Year 2023. The School Department expects to meet all financial obligations within the total amount appropriated.

Please find on the pages to follow a financial overview of the School Department's FY 2023 First Quarter Report, spanning the period from July 1, 2022, to September 30, 2022. The Quarter 1 Financial Report will be presented to School Committee on December 15, 2022. Subsequent quarterly reports are scheduled for completion as follows:

- Quarter 2 –financial status through December 31, 2022, present in February 2023
- Quarter 3 –financial status through March 31, 2023, present in May 2023
- Quarter 4 –financial status through June 30, 2023, present in September 2023

This First Quarter Report is organized into four sections:

1. Financial Summary of the Operating Fund by Cost Center through Quarter 1 with Projected End Year Balances
2. Description of the Cost Centers and Drivers Impacting Projected Fund Balances
3. Recommendation for Quarter 1 Budget Transfers between Cost Centers
4. Financial Summary of Special Revenue Funds: Grants and Revolving Accounts

Please contact me if you have any questions or would like more information related to the FY23 First Quarter Financial Report.

Thank you.

FY23 QUARTER FINANCIAL REPORT

1. Financial Summary of the Operating Fund by Cost Center through Quarter 1 with Projected End Year Balances

READING PUBLIC SCHOOLS
FY23 FIRST QUARTER FINANCIAL REPORT

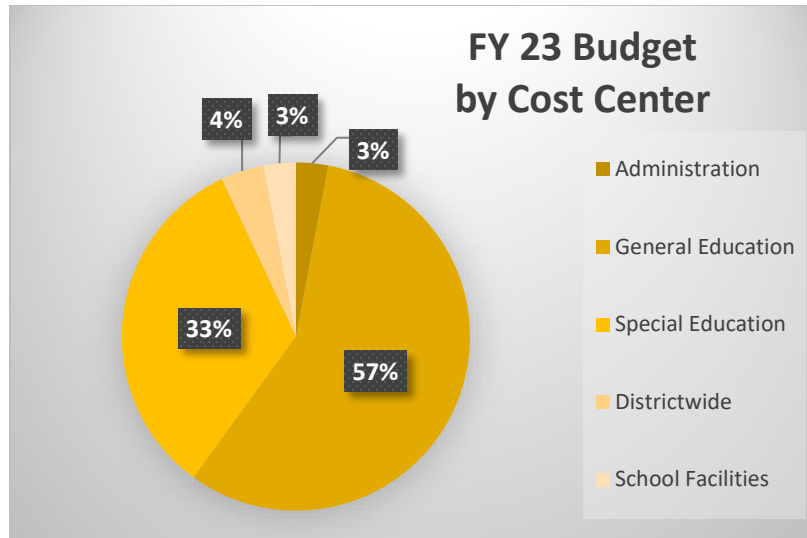
Cost Center	FY23		FY23 Revised Budget	FY23 Q1 Expenditures	FY23 Q1 Encumb./Req.	FY23 Q1 Available	FY23 Q1 % USED	FY23 Remaining Requirement	FY23 Projected End Year Balance	FY23 Recommended Budget Transfer
	Original Budget	Transfers								
Administration	1,303,760 2.5%	-	1,303,760	320,557	75,109	908,094	30.3%	898,130	9,964	
General Education	29,704,746 57.4%	-	29,704,746	3,923,745	367,773	25,413,228	14.4%	25,403,247	9,981	
Special Education	16,931,568 32.7%	-	16,931,568	1,816,601	3,022,626	12,092,341	28.6%	11,748,521	343,820	(40,736)
District Wide:										
Health Services	801,949	-	801,949	108,509	2,116	691,324	13.8%	732,060	(40,736)	40,736
Extra Curricular	69,548	-	69,548	7,438	7,500	54,610	21.5%	54,610	-	
Athletics	691,105	-	691,105	68,146	21,806	601,153	13.0%	600,887	266	
Technology	<u>659,842</u>	-	<u>659,842</u>	<u>119,642</u>	<u>9,548</u>	<u>530,653</u>	<u>19.6%</u>	<u>530,587</u>	<u>66</u>	
Sub-total District Wide	2,222,444 4.3%	-	2,222,444	303,735	40,970	1,877,740	15.5%	1,918,144	-40,404	
School Facilities	1,620,845 3.1%	-	1,620,845	378,707	314,601	927,537	42.8%	903,772	23,765	
GRAND TOTAL	51,783,363	-	51,783,363	6,743,345	3,821,079	41,218,940	20.4%	40,871,814	347,126	

At the end of Quarter 1, 20.4% of the appropriated funds had been expended and \$347,126 was projected for the end-year balance. Although this balance appears to be holding steady based on known information through November 30, 2022, it will likely fluctuate during the remainder of the fiscal year due to the many factors that influence and drive expenditures. Factors that may impact the projected balance include, but are not limited to, staff medical and maternity leaves, new student enrollment, changes in student needs, new enrollment, staff turnover, delays in hiring, and unfilled of substitute teaching and paraprofessional coverage. Each subsequent quarterly report will reflect updated data and project an end-of-year status based on information available and historical trends.

The format of this financial overview begins with defining the accounts that comprise each cost center followed by the first quarter financial status by cost center, summarizing the drivers that are resulting in projected positive and negative balances as of September 30, 2022, and providing the recommendations for resolving negative balances by cost center. This report concludes with an overview of other funding sources that support the Reading Public Schools: Grants, Revolving Funds and Student Activity Accounts.

2. Description of the Cost Centers and Drivers Impacting Projected Fund Balances

The Reading Public Schools' general fund consists of five cost centers, which are approved by the Reading School Committee annually through the budget development process. The type of expense accounts associated with each cost center are named below. Funds can be transferred between cost center with the consent and approval of the School Committee:



Administration – Budget makes up 2.5% of total appropriation

Administration – represents 2.5% of the appropriated budget and is comprised of central office administrators and assistants, legal and audits, accounts payable, payroll, human resources, data information management, telecommunication services, professional development.

At the end of Quarter 1, 30.3% of the appropriated Administration Cost Center budget had been expended and encumbered. A positive balance of \$9,964 is projected at year-end. This balance was driven by projected savings generated from shifting the requirement of physical examinations for all new employees to job-related requirements. Some of this savings was redeployed to publish the first annual Community Report, one component of our efforts to engage the community and inform our residents of the work happening in our schools.

Regular Day – Budget makes up 57.4% of total appropriation

Regular Day – represents 57.4% of the appropriate budget and is comprised of school principals and secretaries, general education teachers, tutors, paraprofessionals, guidance counselors, English Language and instructional specialists, leadership and mentor stipends, substitutes, transportation, professional development, instruction and curriculum materials, instructional technology, library materials, assessment software.

At the end of Quarter 1, 14.4% of the appropriated Regular Day Cost Center budget had been expended and encumbered. An end-year balance of \$9,981 is forecasted. This balance reflects salary savings offset by investments targeted to support all students' needs in grades pre-K through 12. Savings identified early in FY23 has allowed the district to address a surge in enrollment of beginner multi-language learners by hiring 1.5 FTE MLL teachers. Also, through identifying projected savings early in Regular Day, resources were reallocated, and investments were made to accelerate learning by conducting ELA and math vacation academies this year for students in grades 2-8, SAT prep, College Essay, and Executive Functioning skills. Through sustained savings from salary differentials between incoming and outgoing staff, we expended the role of the grade 9-12 Academic Coordinator to a Director position to focus on the new Academic Center at RMHS as well as develop Innovation Pathways for students supported by State grant funding and local business partnerships. Lastly, the district piloted, with success, a new daily wage rate for substitute teachers on days when there is an unusually high number of substitutes needed.

Special Education – Budget makes up 32.7% of total appropriation

Special Education- represents 32.7% of the budget and is comprised of special education administration and secretaries, special education teachers and paraprofessionals, therapeutic specialists (occupational therapists, physical therapists, speech/language pathologists) extended school year staff and expenses, special education legal services, home and hospital tutoring, consultation and evaluation services, adaptive equipment and technology, testing and assessment services and materials, special education instruction materials, special education transportation, out of district tuition.

At the end of Quarter 1, 28.6% of the appropriated Special Education Cost Center budget had been expended and encumbered. A positive end-year balance of \$343,820 is projected. The projected end year balance reflects the use of three out of district tuitions budgeted to pay for potentially new placements and pre-payment of \$980,000 in out of district tuition fees for the following year. Massachusetts General Laws allow out of district pre-payments of up to three months of any approved private placements and up to 100% of collaborative placements in which students are attending. Prepayment of special education private day and collaborative out of district placements is a practice used over the years in Reading and in other school districts.

Additional savings this year have been generated through by replacing the category of positions charged to the SPED 240 grant. Replacing licensed staff with hourly staff allowed the district to eliminate MTRS expenses and increasing support to the operating budget of nearly \$80,000. Delays in hiring licensed and hourly positions and unfilled substitute coverage for special education paraprofessionals created savings that have been reallocated to address a need at Joshua Eaton for a 1.0 FTE SPED LEAD Teacher to reduce large student groupings and at RISE for nursing services and an increase in the FTEs of the Director to 1.0 FTE.

District Wide – Budget makes up 4.3% of total appropriation

District wide – represents 4.3% of the appropriated budget and is comprised of the following categories:

- Health Services – makes up 36% of the District Wide Cost Center and is comprised of a director of nursing, nurses, nurse substitutes, school physician consultant services, medical supplies, testing equipment.
- Extracurricular – makes up 3% of the District Wide Cost Center and is comprised of an assistant principal (.25 FTE), advisor stipends, transportation, membership, supplies, equipment.
- Athletics - makes up 31% of the District Wide Cost Center and is comprised of an assistant principal (.50 FTE), secretary, coaches, officials, transportation, venue rental membership, supplies, equipment, uniforms.
- Technology – makes up 31% of the District Wide Cost Center and is comprised of a network administrator, computer technicians, Internet services, software and licensing, clocks, bells and telephones, network infrastructure repair, maintenance, supplies, equipment.

At the end of Quarter 1, 15.5% of the appropriated District Wide Cost Center budget had been expended and encumbered. A total end of year net balance of (\$40,404) is projected.

Each subgroup comprising the District Wide Cost Center and their projected end year balances, is outlined below:

- Health Service – a shortfall of (\$40,736) is projected for a year-end balance due to unanticipated medical services to support student need.
- Extracurricular – a projected balance of \$0 is projected at the end of the fiscal year.

- Athletics – essentially a break-even projected balance of \$266 is projected at the end of the fiscal year. AS in FY22, the new transportation contract generated a shortfall in the Athletics program by this year by a projected \$20,000 balance. However, between expenditure savings and support through the Athletic Revolving Account, this shortfall is expected to be covered.
- Technology – also breaking even with an end-year projected balance of \$66.

School Facilities – Budget makes up 3.1% of total appropriation

School Facilities – represents 3.1% of the total appropriated budget and is comprised of a custodial manager, custodians, courier, contracted cleaning services (RMHS, Coolidge,) radios, equipment, supplies, uniforms.

At the end of Quarter 1, 42.8% of the appropriated budget had been expended and encumbered. A balance of \$23,765 is anticipated driven by salary savings generated through the salary differential between outgoing and incoming staff and delays in filling open positions.

3. Recommendations for Quarter 1 Budget Transfers between Cost Centers

Please find below an explanation of recommended budget transfers that will allocate available funds to the accounts where expenditures will be incurred:

Recommendations for Budget Transfers:

Transfer from: \$40,736 from SPED, Out of District Tuition

Transfer to \$40,736 to Districtwide Health Services

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

In addition to the General Fund, Special Revenue Funds consisting of grants and revolving funds support the delivery of services to students attending Reading Public Schools. Please find below the Quarter 1 financial summary and a description of each grant awarded followed by a financial summary of revolving funds for FY23:

Grants

All FY 23 grants awarded to the Reading Public Schools have been approved by School Committee. Some grants are expended across fiscal years. Please find below Quarter 1 Financial Overview and End Year Status for all grants with beginning balances in FY23:

FY 23 Quarter 1 Grant Balance																	
Grant	ORG	Grants Awarded in FY20				Grants Awarded in FY21				Grants Awarded in FY22				Grants Awarded in FY23			
		Beginning FY23 Year Balance	FY23 Q1 Expended & Encumb.	FY23 Remaining Requirement	FY23 Projected End Year Balance	Beginning FY23 Year Balance	FY23 Q1 Expended & Encumb.	FY23 Remaining Requirement	FY23 Projected End Year Balance	Beginning FY23 Year Balance	FY23 Q1 Expended & Encumb.	FY23 Remaining Requirement	FY23 Projected End Year Balance	Amount of FY23 Award	FY23 Q1 Expended & Encumb.	FY23 Remaining Requirement	FY23 Projected End Year Balance
STATE																	
METCO	351*					\$ -	\$ -	\$ -	\$ -	\$ 298,005	\$ 92,336	\$ 205,669	\$ 0	\$ 815,699	\$ 4,753	\$ 810,946	\$ -
Dept. of Public Health	364*												\$ 40,000	\$ -	\$ 40,000	\$ -	
TOTAL STATE						\$ -			\$ -	\$ 298,005			\$ 0	\$ 855,699		\$ -	
FEDERAL		Killam, Eaton			Unspent, Turned back	Parker			Unspent Turned back	Parker, Eaton			Applying for waiver to Extend to 9/30/23	Parker, Killam, Eaton			Expend all funds
Title I	251*	\$ 21,764	\$ 14,521	\$ -	\$ 7,243	\$ 75,320	\$ 4,250	\$ -	\$ 71,070	\$ 95,672	\$ -	\$ 15,851	\$ 79,821	\$ 91,584	\$ -	\$ 91,584	\$ -
Title II	259*	\$ 1,661	\$ 1,661	\$ -	\$ -	\$ 29,535	\$ 29,535	\$ -	\$ -	\$ 43,765	\$ 42,400	\$ 1,365	\$ -	\$ 45,040	\$ -	\$ 45,040	\$ -
Title IV	279*	\$ 601	\$ 601	\$ -	\$ -	\$ 1,121	\$ 1,121	\$ -	\$ -	\$ 10,000	\$ 1,618	\$ 8,382	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -
IDEA 240	257*	\$ 40,603	\$ -	\$ -	\$ -	\$ 1,895	\$ 1,895	\$ -	\$ -	\$ 98,223	\$ 19,471	\$ 78,752	\$ -	\$ 1,112,484	\$ 70,656	\$ 1,041,828	\$ -
IDEA 262	254*	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 328	\$ 328	\$ -	\$ -	\$ 20,718	\$ 1,625	\$ 19,093	\$ -
ARP 252	287*									\$ 161,187	\$ 21,440	\$ 139,748	\$ -				
ARP 264	289*									\$ 19,824	\$ 6,173	\$ 13,651	\$ -				
ESSER II	285*L									\$ 233,305	\$ 28,453	\$ 204,853	\$ -				
ESSER III	286*M									\$ 560,098	\$ 29,481	\$ 278,162	\$ 252,455				
ACCEL MATH	286*									\$ 119,748	\$ 119,748	\$ -	\$ -				
TOTAL FEDERAL		\$ 64,628			\$ 7,243	\$ 107,871			\$ 71,070	\$ 1,342,150			\$ 332,276	\$ 1,279,826		\$ -	

Unspent award balances in Title 1 funds issued in FY 20 and FY21 were returned to the State. A waiver has been requested to carry over for one year the remaining funds in the FY22 award. All funds will be spent from the FY23 award.

Beginning in FY22, the school department has been diligent about expending oldest grant funds first in compliance with their acceptable use prior to the grant deadline. These focused efforts have allowed the district to become more efficient and effective with monitoring, making decisions about, and better leveraging funds. Unspent Title 1 funds awarded in FY20-22 were returned to the State as indicated in the table above. Title 1 funds are earmarked specifically and solely for the purpose of supporting qualifying students in specific schools. The school district has requested a waiver to carry forward the remaining funds awarded in FY22 for one year. A decision on this request from the State is expected over the next 8 weeks. We expect to fully expend all Title 1 funds awarded to support students from low-income families across the three qualifying Title 1 schools (Parker, Killam, and Joshua Eaton).

Illustrated in the table below are the spending deadlines for each State and Federal grant:

SPENDING DEADLINES	FY20	FY21	FY22	FY23
STATE				
METCO			12/31/2022	12/31/2023
Dept. of Public Health			6/30/2022	6/30/2023
FEDERAL				
Title I	9/30/2022	9/30/2022	9/30/2023	9/30/2024
Title II	9/30/2022	9/30/2022	9/30/2023	9/30/2024
Title IV	9/30/2022	9/30/2022	9/30/2023	9/30/2024
IDEA 240	9/30/2021	9/30/2022	9/30/2023	9/30/2024
IDEA 262		9/30/2022	9/30/2023	9/30/2024
ARP 252			9/30/2023	
ARP 264			9/30/2023	
ESSER II			9/30/2023	
ESSER III			9/30/2024	
ACCEL MATH			6/30/2023	

Descriptions and acceptable uses of each State and Federal grant follows below:

State Grants:

- METCO –the Metropolitan Council for Educational Opportunity is a state funded, voluntary educational desegregation program designed to eliminate racial imbalance through the busing of children from Boston, MA and Springfield, MA to suburban public schools in thirty-eight communities. These funds pay

for program coordination, transportation, instructional services, and community engagement related to Boston resident students attending Reading Public Schools through participation in the METCO program.

- Department of Public Health – provides for mandated screenings, professional development, and substitute coverage for nurses.
- *Note – although not a grant, DESE reimburses school districts for a portion of out of district tuition placement and transportation costs. In FY 23, DESE will defray \$1,499,728 in tuition and transportation costs, charging those expenses directly to the Circuit Breaker reimbursement fund. The end year balance is expected to be zero.*

Federal Grants:

- Title I - aids schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. These funds are allocated to paraprofessional and extended school year instructional services.
- Title II A - provides supplemental resources to school districts to support systems of support for excellent teaching and leading. The priorities of Title IIA are to: increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. These funds are allocated to provide professional development for teachers.
- Title IV -ensures that all students have access to a high-quality educational experience. The priorities of Title IV are to: support well-rounded educational opportunities; support safe and healthy students; and support effective use of technology. These funds pay for technology integration activities and materials for teachers and classrooms.
- IDEA 240- provides appropriate special education services for eligible students and to maintain state/local effort in special education. These funds pay for special education paras, BCBA, and professional development.
- IDEA 262 - ensures that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment. These funds pay for early childhood instruction and professional development.
- ARP 252 – addresses challenges related to the pandemic, including school re-entry, disruption in the education of children with disabilities, mental health services; sustainability; focuses on issues of equity in special education and early intervention services. Funds are allocated to provide professional development, instructional materials, and testing/assessment materials.
- ARP 264 - addresses early childhood special education and family engagement, such as improving systems to assist with the transition from early intervention to pre-kindergarten to kindergarten to increase educational outcomes for students. Funds from this grant are allocated to fund student assessment, induction, and transition programs.'
- ESSER II – addresses learning loss and provides mental health services and supports. These funds are allocated to pay for special education teachers, adjustment counselors and tutors and social-emotional curriculum.
- ESSER III - helps schools safely reopen and respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic.

These funds are allocated to pay for team leaders, special education teachers, adjustment counselors and tutors.

- Accelerated Math - professional development for K-2 math implementation, print resources for those grade-levels, 1-year digital access for K-2, additional PD for year 2 supports, and additional teacher manual copies to ensure all staff (special education included) have access to the curriculum resources.

Revolving Accounts

Revolving Accounts are comprised of fee-based programs, extracurricular activities, and donations. Apart from donations, a total of \$2.1M of Fee-based Revolving Funds offset the FY 23 operating budget with user and event fees generated by the special revenue funds noted in the table on the page to follow:

FY23 First Quarter Financial Report and End Year Status: Revolving Accounts						
Fee-Based Programs	Fund code	FY23 Beginning Year Balance	FY23 Q1 Actual Revenue	FY23 Q1 Year to Date Expend./Enc.	FY23 Q1 Balance	FY23 Offsets
Athletics	4320	\$ 171,525	\$ 54,700	\$ 10,132	\$ 216,093	\$ 392,900
Community Education -Drivers Education and Adult Education	4390	\$ 94,027	\$ 17,223	\$ 10,260	\$ 100,990	\$ 75,000
Community Education - Summer Programs	4400	\$ 39,974	\$ -	\$ 24,083	\$ 15,891	
Drama Activities Coolidge	4380	\$ 38,355	\$ -	\$ 781	\$ 37,574	\$ 15,000
Drama Activities Parker	4360	\$ 51,229	\$ -	\$ 1,357	\$ 49,872	\$ 15,000
Drama Activities RMHS	4350	\$ 74,113	\$ 3,597	\$ 300	\$ 77,410	\$ 34,000
Extended Day Program	4378	\$ 541,177	\$ 198,271	\$ 107,262	\$ 632,186	
After School Activities Parker	4370	\$ 68,330	\$ 1,535	\$ 1,953	\$ 67,912	
Extracurricular Parker	4327	\$ 3,860	\$ -	\$ -	\$ 3,860	
Extracurricular Coolidge	4326	\$ 4,738	\$ -	\$ -	\$ 4,738	
Extracurricular Band Activities	4354	\$ 30,704	\$ -	\$ 6,805	\$ 23,899	
Guidance Testing	4325	\$ 10,397	\$ 6,495	\$ -	\$ 16,892	
Full Day Kindergarten Tuition	4440	\$ 621,319	\$ 216,135	\$ -	\$ 837,454	\$ 1,110,000
RISE Preschool Program	4410	\$ 235,065	\$ 66,259	\$ 8,008	\$ 293,316	\$ 350,000
Special Education Tuition	4430	\$ 66,899	\$ 7,778	\$ 88	\$ 74,589	\$ 50,000
School Lunch Program	4310	\$ 1,427,218	\$ 54,932	\$ 229,793	\$ 1,252,357	
School Transportation	4330	\$ (100)	\$ 33,300	\$ 8	\$ 33,192	
Use of School Property	4420	\$ 92,247	\$ 52,055	\$ 13,646	\$ 130,656	\$ 105,000
Lost Books	4450	\$ 27,902	\$ 71	\$ -	\$ 27,973	
TOTAL Fee-based Revolving Funds		\$ 3,598,979	\$ 712,351	\$ 414,476	\$ 3,896,854	\$ 2,146,900

- Athletics - Fees are paid by families for students' participation in athletics.
- Community Education, Drivers Education, Summer Programs– Fees are paid by families for students to participate in drivers' education and summer programs. Fees paid by individuals for participation in Community Education events and courses.
- Drama and Band – Fees are paid by families for students' participation in after school drama and bands programs.
- Extended Day – Fees are paid by families for students to participate in extended day programs before and after schools.
- Extracurricular Activities – Fees are paid by families for students to participate in afterschool band and fine and performing arts activities.
- Guidance – Fees are paid by families for students to take PSAT, SAT and AP tests.
- Full Day Kindergarten – Fees are paid by families for enrollment in the Full Day Kindergarten program.

- RISE Preschool - Fees are paid by families for enrollment in the RISE preschool program.
- Special Education Tuition – Fees paid by other another public school district for students to attend special education programs in Reading.
- School Lunch – Revenues are generated through state and federal reimbursements and lunch time a la carte sales.
- Transportation – Fees are paid by families for students to ride existing bus routes, based on seats available.
- Use of School Property – Some community organizations which use school facilities pay a fee for space and/or custodial coverage.
- Lost Books – Fees are collected and used to replaced lost or damaged books.

Gifts/Donations	Fund code	FY23 Beginning Year Balance	FY23 Q1 Actual Revenue	FY23 Q1 Year to Date Expend./Enc.	FY23 Projected End Year Balance
District Donation Fund	4790	\$ 14,031	\$ -	\$ 2,063	\$ 11,968
Barrows Donations Fund	4791	\$ 8,621	\$ 128	\$ 5,948	\$ 2,801
Birch Meadow Donation Fund	4792	\$ 6,836	\$ 167	\$ -	\$ 7,003
Joshua Eaton Donation Fund	4793	\$ 2,506	\$ 284	\$ -	\$ 2,790
JW Killam Donation Fund	4794	\$ 20,206	\$ 176	\$ -	\$ 20,382
Wood End Donation Fund	4795	\$ 5,336	\$ 99	\$ -	\$ 5,435
Coolidge Donation Fund	4796	\$ 11,107	\$ 12,149	\$ -	\$ 23,256
Parker Donation Fund	4797	\$ 9,092	\$ 1,033	\$ 230	\$ 9,895
High School Donation Fund	4798	\$ 13,754	\$ 1,220	\$ 1,424	\$ 13,550
SEPAC Donation Fund	4760	\$ 551	\$ -	\$ -	\$ 551
Special Education Donation Fund	4799	\$ 319	\$ -	\$ -	\$ 319
TOTAL Gift/Donation Revolving Funds		\$ 92,359	\$ 15,256	\$ 9,665	\$ 97,950

- Donations – Restricted donations for specific purposes and unrestricted donations for general use are made to the School Committee for approval and acceptance in accordance with School Committee Policy

Student Activity Accounts

A Student Activity Account (SAA) may be used for monies raised by student organizations and expended to benefit those students. MGL c.71 Section 47 governs monies deposited into a student activity account. Q1 financial activity:

Student Activity Accounts	Fund code	FY23 Beginning Year Balance	FY23 Q1 Actual Revenue	FY23 Q1 Year to Date Expend./Enc.	FY23 Projected End Year Balance
Barrows Student Activities	8950	\$ 4,014	\$ 23	\$ -	\$ 4,037
Birch Meadow Student Activities	8950	\$ 7,774	\$ 768	\$ 420	\$ 8,122
Joshua Eaton Student Activities	8950	\$ 9,416	\$ 53	\$ -	\$ 9,469
JW Killam Student Activities	8950	\$ 10,105	\$ 55	\$ 1,265	\$ 8,895
Wood End Student Activities	8950	\$ 12,529	\$ 71	\$ -	\$ 12,600
Coolidge Student Activities	8950	\$ 42,388	\$ 9,047	\$ 10,600	\$ 40,835
Parker Student Activities	8950	\$ 20,760	\$ 52,772	\$ 21,909	\$ 51,623
High School Student Activities	8950	\$ 180,069	\$ 3,434	\$ 200	\$ 183,303
RISE Student Activities	8950	\$ 5,423	\$ 31	\$ -	\$ 5,454
TOTAL Student Activity Accounts		\$ 292,478	\$ 66,254	\$ 34,394	\$ 324,338

The Town Treasurer's Office designates an account into which all SAA funds generated through student activity clubs are deposited and a SAA checking account has been established for each secondary school with which funds are expended for the sole purpose of supporting student activity clubs. Interest is generated on these funds.

Please contact me if you have any questions or requests for additional information related to the FY23 Quarter 1 Financial Report.

Thank you.

Reading Public Schools

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



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

To: Reading School Committee
From: Susan Bottan, Director of Finance and Operations
Date: December 15, 2022
Re: FY24 Budget Summary

At the School Committee's next public meeting, scheduled on Thursday, December 15, a preliminary summary of the FY24 Budget will be shared. The summary will include the following information:

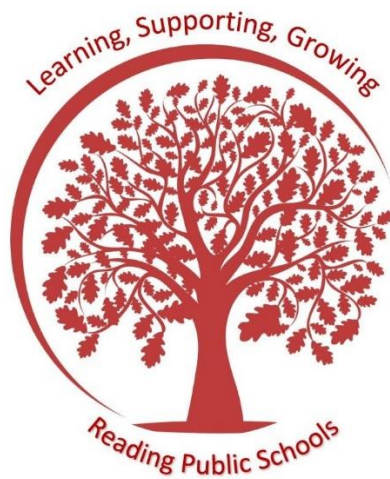
- FY24 Finance Committee's Funding Guidelines
- FY24 School Committee Budget Development Guidelines
- FY24 Budget Development Process, Approach, and Timeline
- FY23 Appropriated Budget Investments
- Strategic Objectives and FY24 Emerging Priorities

We look forward to our discussion of the FY24 Budget Summary and Emerging Priorities.

Thank you.

**Reading Public Schools
School Committee Meeting Packet**

December 15, 2022



Old Business

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 for 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 to identify and make 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 they return.

Deleted: for identifying

Deleted: making

Deleted: he/she

Deleted: s

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 recognizes that parents/guardians 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.

Deleted: does

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

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

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

Deleted: child

Deleted: school administrator

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

Deleted: 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.¶

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 justified.

Deleted: a

Deleted: justifiable

Student Absence Notification Program

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.

Formatted: Font: Bold, Underline

Formatted: Indent: Left: -0.01", Hanging: 0.01", Space After: 6 pt, Line spacing: Multiple 1.1 li

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

Formatted: Font: Bold, Underline

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](#)

Formatted: Indent: Left: -0.01", Hanging: 0.01", Space After: 6 pt, Line spacing: Multiple 1.1 li

Commented [CS1]: This is part of the statutory requirement – just want to make sure to include. See: <https://www.doe.mass.edu/ccte/ccr/massgrad/exit-protocol.docx>

Deleted:

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.

Deleted: To the extent practical and as required by law

Deleted: students

Deleted: and

Deleted: pre-school

Deleted: and

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.

Deleted: or

Formatted: Indent: Left: 0.25", Right: 0.04", Space After: 0 pt

Deleted: <#>Awaiting foster care placement; ¶

Formatted: Indent: Left: 0.25"

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.

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

Formatted: Font: Bold, Underline

Deleted: To the extent feasible, homeless students will continue to be enrolled

Deleted: 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.

Deleted:

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

Formatted: Font: Bold, Underline

Parents/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 a parent/guardian 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

Formatted: Font: Bold, Underline

Commented [TW1]: Adjusted by RPS Legal from "explain to the parent in writing" to "provide to the parent in writing via the DESE form"

Commented [TW2]: Added by RPS Legal.

Deleted: 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.

If the district disagrees with a decision of a parent/guardian 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/guardian in writing via the DESE form, and in a language the parent/guardian can understand², on the same day as the denial, the rationale for its determination and provide the parent/guardian 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/guardian, receiving transportation to school and access to other available services and programs.

Formatted: Font: Bold, Underline

Deleted: 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 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;

Formatted: Underline, Font color: Hyperlink

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

Deleted:

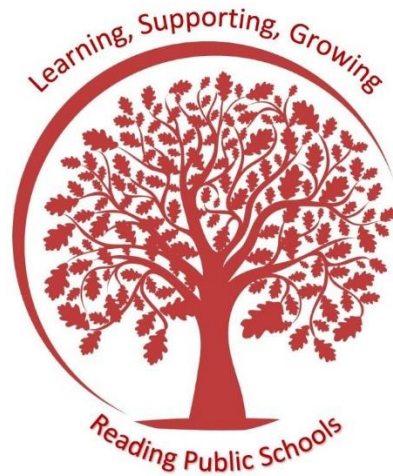
Deleted:

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

Placeholder for POLICY EFDA "Unpaid Meal Charge Policy"

**Reading Public Schools
School Committee Meeting Packet**

December 15, 2022



New Business



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: December 13, 2022
TOPIC: Policy Updates for December 15 Meeting

As you'll note on the agenda, on Thursday night we will have a number of agenda items related to new or updated policies. In the packet are the versions of JE and JH we reviewed last time – there are no changes to the first reading versions. Policy JFABD has been updated to reflect appropriate language around parents / guardians. Policy EFDA reflects feedback from members of the administration and staff regarding the questions raised related to operational concerns.

Policies DEC, DKC, GCF and JICK are policies which would be new to our district. Mr. Wise provided the following overview of each policy's provenance and will provide the Policy Subcommittee's recommendations during our meeting:

- DEC – Created by MASC in July 2020. Updated by MASC in October 2021 to include Legal Ref to the Elementary and Secondary Education Act.
- DKC – Created by MASC in August 2016. Updated by MASC in October 2021 to include reference to the Internal Revenue Service standard mileage rates and the notion of authorized expenses.
- GCF – Created by MASC in July 2012. Updated by MASC in August 2022 in alignment with the Acts of 2022, Chapter 117.
- JICK – Created by MASC in February 2022. Updated by MASC in August 2022 in alignment with the Acts of 2022, Chapter 117.

File: DEC

FEDERAL FUNDS SUPPLEMENT NOT SUPPLANT POLICY

The Reading School District is committed to utilizing federal grant funds to supplement instructional programs funded by local, state, and other sources as required by law and regulation. Federal funds will be used to complement and extend district-funded programs, not to take the place of (supplant) programs previously funded by the district, except as provided by the granting program.

The Superintendent or designee will ensure that federal grant funds are disbursed appropriately and that associated record-keeping and reporting comply with required guidelines and mandates.

Deleted: complies

LEGAL REF: Elementary and Secondary Education Act, as amended

SOURCE: MASC 2021

EXPENSE REIMBURSEMENTS

Personnel and school department officials who obtain prior approval from their supervisor or designee and incur authorized expenses in carrying out their duties within the scope of their employment and within the scope of pre-approved expenditures will be reimbursed by the school department upon submission of a properly completed and approved voucher and any supporting receipts required by the Superintendent.

When official travel by a personally owned vehicle is authorized, mileage payment will generally be made at the rate currently approved by the Committee, aligned with the Internal Revenue Service standard mileage rate.

To the extent budgeted for such purposes in the school budget, approval of travel requests by School Committee members must have prior approval of the School Committee. Staff travel requests within budgetary limits may be approved by the Superintendent. Staff travel requests that exceed budgetary limits will require the approval of the School Committee and the identification of funding sources by the administration. Each request will be judged based o its benefit to the school district.

Deleted: on the basis of

LEGAL REF.: M.G.L. 40:5; 44:58

SOURCE: MASC 2021

PROFESSIONAL STAFF HIRING

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based on the awareness of candidates who will devote themselves to the education and welfare of the children attending the schools.

- Deleted:
- Deleted: upon
- Deleted: to
- Deleted: he or she
- Deleted: s
- Deleted:
- Deleted:

It is the responsibility of the Superintendent, and of persons to whom they delegate, this responsibility, to determine the personnel needs of the school district and to locate suitable candidates. No new position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the School Committee.

LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45

Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents, and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994
 BESE Regulations 603 CMR 7:00, 26:00, and 44:00
Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles.)

NOTE: School Committees may determine the size and composition of the screening committee.

File: GCF

SOURCE: MASC August 2022

HARASSMENT OF STUDENTS

Harassment of students by other students, employees, vendors, and other third parties will not be tolerated in the Reading Public Schools. The alleged harassment must involve conduct that occurred within the school's program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision, or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property, or property within the jurisdiction of the School District, school buses, or attending or engaging in school-sponsored activities.

Deleted: own

Harassment prohibited by the District includes, but is not limited to, harassment based on race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to violate this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes, policies, and procedures. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Deleted: school sponsored

Deleted: on the basis

Deleted: be in violation of

Deleted:

Employee-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students when:

Deleted: disturb

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Deleted: of

Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment, as described above, may include, but is not limited to:

Deleted: as described above

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matters; or
- Demeaning jokes, stories, or activities directed at the student.

Deleted: matter

Deleted: .

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through the designation of a Title IX Coordinator, a Civil Rights Coordinator, and/or building-based employees, who may include principals or their designees. In consultation with the principals, the superintendent will recommend opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will promptly act to eliminate the conduct and impose developmentally appropriate disciplinary, restorative, and/or corrective action.

Deleted:

Deleted: building based

Deleted: The superintendent will recommend, in consultation with the principals,

Deleted: act promptly to eliminate the conduct and will

The District will respond promptly and reasonably investigate allegations of sexual harassment through the designation of the Title IX Coordinator and Civil Rights Coordinator and/or building-based employees to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed grievance procedures. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

Deleted: building based

Deleted: response protocol

LEGAL REF.: M.G.L. c. 151C; 76:5
Title IX of the Education Amendments of 1972
603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Deleted: B:3A

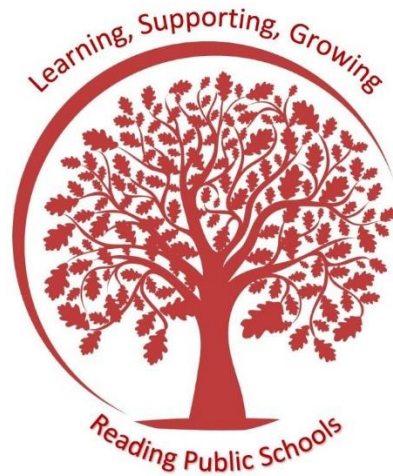
Deleted: BESE

CROSS REF.: AC, Non-Discrimination Policy Including Harassment and Retaliation
ACAB, Sexual Harassment / Title IX Policy

SOURCE: MASC – December 2021

**Reading Public Schools
School Committee Meeting Packet**

December 15, 2022



Information/Correspondence

From: Brandt, Shawn
Sent: Thursday, December 8, 2022 3:29 PM
To: Rebecca Liberman; Milaschewski, Thomas; Brown, Susan
Subject: Re: Proposed school calendar once again makes things difficult for Jewish students

Hi Rebecca - I'm sorry for the delayed response on this. I received your note during our last meeting and so it was cleared from my "unread" filter.

Do you have any specific examples in mind of towns that give Jewish holidays as days off? Is it generally just the first day of Rosh Hashanah and Yom Kippur? I'd love to take a look at those towns' calendars and see what they adjust in their schedules to make it work.

Just to clarify, though, given the timing of when you sent this note, we weren't reviewing the calendar for next school year in our December 1 meeting. We were approving an update to the current school year that moved the date of the HS graduation. We have not yet reviewed a draft calendar for 2023-2024, though I expect that will happen early in the new year.

Thanks,
Shawn

From: Rebecca Liberman <rfliberman@gmail.com>
Sent: Thursday, December 1, 2022 9:14 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Cc: Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>; Chatterjee, Sudeshna <schatterjee@noblenet.org>
Subject: Proposed school calendar once again makes things difficult for Jewish students

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

Hi,

I am disappointed to see that yet again, the '22-'23 calendar indicates that none of the fall Jewish holidays will be given as days off from school in Reading, unlike many other cities and towns do.

Would you consider revisiting this decision? Because these holidays fall early in the school year, many students and families are not comfortable going to new teachers to ask for extensions on assignments and exams, and every year it seems that there are violations of the policy.

Please help Jewish students and families in Reading by making the first day of Rosh Hashanah and Yom Kippur days off from school so these students aren't forced to choose between their academic commitments and their observance of the holiest days on the Jewish calendar. Perhaps rescheduling some of the fall inservice days or half days could help make up for the time that would be lost with this change. The Reading

School calendar caused a lot of school stress in our household around the Jewish holidays in the fall, and I would hope that other families would not have to deal with this sort of thing.

Thank you.

Sincerely,

Rebecca Liberman

50 Pratt Street

From: Autumn Hendrickson <readingsboys@gmail.com>
Sent: Sunday, December 11, 2022 11:03 PM
To: DG School Committee
Subject: Naming of Facilities, Etc.

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

To whom it may concern,

I wanted to reach out after the post regarding submissions for naming of facilities within the Reading Public Schools. My name is Autumn Hendrickson and I am a 2013 Barrows Elementary grad, 2016 Parker grad, 2020 RMHS grad, and anticipated 2024 Endicott College graduate! For the last two years, I have been working on a book about the men and women from Reading that served in WWII. More information about my work can be found by searching my name, "Reading's Boys," or a combination of the two. I have written articles for The Reading Post covering some of the individuals who sparked this whole project. I have also spoken on many podcasts, most notably, "We Have Ways of Making You Talk," hosted by two well-respected historians in James Holland and Al Murray.

Over the last two years, I have acquired a compendium of upwards of 500+ men and women who answered their country's call from 1941 to 1945, who called the streets and sidewalks of Reading, Massachusetts their home. Because of the sheer number of individuals, I cannot exactly provide you with all of them and a list of why and how each of them could possibly be properly memorialized through a renaming or naming of a facility, etc., but I wanted to reach out to make the School Committee aware of the vast amount of information on individuals I have!

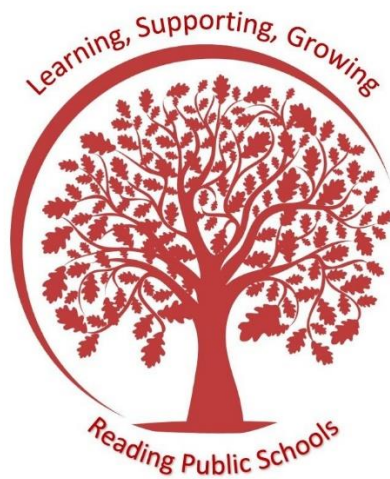
I care very deeply about all of the men and women I write about and research. I cry for them, mourn for them, laugh with them, ask questions of them, and they have all long since passed. I like to think that I keep their memories alive, but I cannot even begin to describe just how much it would mean to me to be able to say I helped let the powers at be know who they were and why they deserved to be recognized for the things they did so many years ago.

If the School Committee has any questions for me, would like a cross-section of some of the individuals I am researching who might be the most prominent or fitting for a dedication or naming, or anything at all, please feel free to reach out to me.

Sincerely,
Autumn Hendrickson
Author of Reading's Boys

**Reading Public Schools
School Committee Meeting Packet**

December 15, 2022



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	9/3/2022	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	
November Social Media Coordinators - Tom Wise & Chuck Robinson			
November	11/3/2022	(Placeholder) School Committee Meeting	Administration & School Committee
	11/7/2022	No Meeting Planned	
	11/10/2022	Veteran's Day	
	11/14/2022	Town Meeting	
	11/17/2022	Town Meeting	
	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	(Placeholder) FY24 Budget Night 2	Administration & School Committee	
	1/12/2023			
January	1/16/2023		Martin Luther King Jr. Day	
	1/19/2023	(Placeholder) Public Hearing: FY24 Budget	Administration & School Committee	
	1/23/2023			
	1/26/2023	(Placeholder) FY24 Budget Final Vote	Administration & School Committee	
	1/30/2023			
		February Social Media Coordinators - Tom Wise & Chuck Robinson		
	2/2/2023			
	2/6/2023			
February	2/9/2023	(Placeholder) School Committee Meeting	Administration & School Committee	
	2/13/2023			
	2/16/2023			
	2/20/2023		President's Day / February Recess	
	2/23/2023		February Recess	
	2/27/2023			
		March Social Media Coordinators - Sarah McLaughlin & Shawn Brandt		
	3/1/2023	(Placeholder) School Committee Budget Presentation to Finance Committee	Superintendent, Director of Finance, & School Committee	
	3/2/2023	(Placeholder) School Committee Meeting	Administration & School Committee	
	3/6/2023			
	3/9/2023			
March	3/13/2023			
	3/16/2023	(Placeholder) School Committee Meeting	Administration & School Committee	
	3/20/2023			
	3/23/2023			
	3/27/2023			
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			
	6/2/2023		RMHS Graduation	

6/5/2023

6/8/2023 (Placeholder) School Committee Meeting	Administration & School Committee
-------------------------------------------------	-----------------------------------

6/12/2023
6/15/2023

June

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
