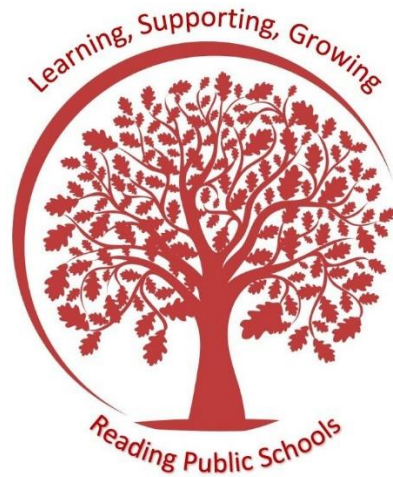


**Reading Public Schools
School Committee Meeting Packet**

January 9, 2023



Open Session 7:00 p.m.

RMHS Schettini Library



Town of Reading Meeting Posting with Agenda

2018-07-18 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2023-01-09

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Shawn Brandt, Chair

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

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

Topics of Discussion:

| | | |
|-----------|----|---|
| 7:00 p.m. | A. | Call to Order |
| 7:05 p.m. | B. | Public Comment Consent Agenda 1. Donation from Band Parent's Organization Reports 1. Student 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Director of Finance and Operations 5. Superintendent 6. Liaison/Sub-Committee |
| 7:15 p.m. | E. | New Business 1. FY24 Budget - Regular Day 2. FY24 Budget - Special Education |
| | F. | Information / Correspondence 1. |
| 9:00 p.m. | | Adjourn |

**Times are approximate

Join Zoom Meeting

<https://readingpsma.zoom.us/j/83657021146>

Meeting ID: 836 5702 1146

One tap mobile

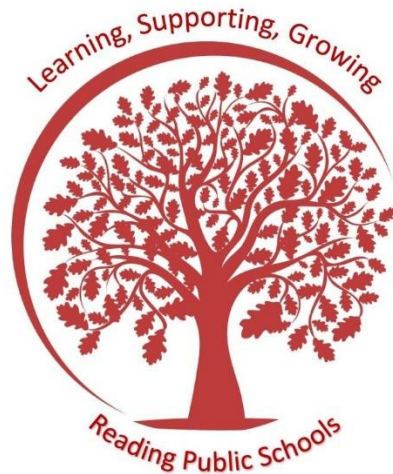
+16469313860,,83657021146# US

+13017158592,,83657021146# US (Washington DC)

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.

**Reading Public Schools
School Committee Meeting Packet**

January 9, 2023



Consent Agenda

Dear Reading School Committee,

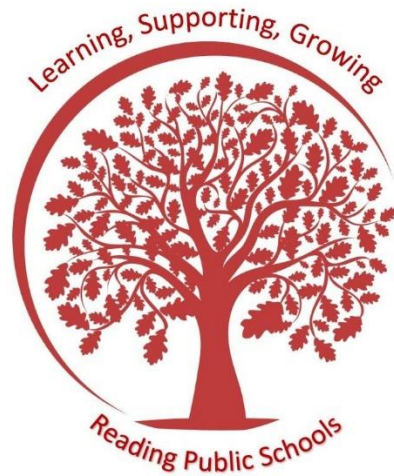
Please except this donation for \$3,600.00 for staff payments for the marching band staff. \$1,800.00 should be paid each t Jason Carter and Holly Gallant for their outstanding work with the RMHS Marching Band.

Thank you,

Reading Memorial High School Band Parent Organization.

**Reading Public Schools
School Committee Meeting Packet**

January 9, 2023



New Business

READING PUBLIC SCHOOLS

The Superintendent's FY24 Recommended Budget

July 1, 2023 - June 30, 2024



"Line" by Jonathan Nazzaro, RMHS Student enrolled in Ms. Kathleen M. Dailey's AP Photography Class

Contact Information

Copies of the budget document are available at the Office of the Superintendent and on the Reading Public School's website at www.reading.k12.ma.us. For additional information or clarification on the Superintendent's FY24 Recommended Budget, please feel free to contact the Central Office Administration for assistance at 781-944-5800. Also, please reach out directly to the Superintendent or Director of Finance and Operations:

Thomas Milaschewski, Ed.D.

Susan Bottan, M.B.A.

Superintendent of Schools

Director of Finance and Operations

781-944-5800

781-670-2880

Thomas.Milaschewski@reading.k12.ma.us

Susan.Bottan@reading.k12.ma.us

Photo Credits

With gratitude and appreciation, we recognize the work of the following RMHS students enrolled in Ms. Kathleen Dailey's Advanced Placement Photography class:

- Jonathan Nazzaro
- Hannah Rigney
- Emily Bass
- Jackie Cole
- Mina Willander
- Rose Clark

School Committee Members

Shawn Brandt, Chairperson

Carla Nazzaro, Vice Chairperson

Erin Gaffen, School Committee Member

Sarah McLaughlin, School Committee Member

Charles Robinson, School Committee Member

Thomas Wise, School Committee Member

Superintendent of Schools

Thomas Milaschewski, Ed.D.

Reading Public Schools

82 Oakland Road

Reading, Massachusetts

Website <http://reading.k12.ma.us>

District Leadership Team

Central Office Administrators

Jennifer Stys, Ed.D., Assistant Superintendent for Student Services

Sarah Hardy, Ed.D., Assistant Superintendent for Learning & Teaching

Michelle Roach, Human Resources Director

Susan Bottan, M.B.A. Director of Finance and Operations

Other District Administrators

Allison Wright, Special Education Director

Joanne King, Ed.D., R.I.S.E. Preschool Director

Heather Leonard, STEM Curriculum Coordinator

Erin Burchill, Humanities Curriculum Coordinator

Karen Hall, Coordinator of English Language Services

Kurtis Martin, METCO Director

Mary Giuliana, Director of Health Services

Catherine Franzetti, Director of School Nutrition

Christopher Nelson, Director of Extended Day, Drivers Education, and Adult and Community Education

Julian Carr, Network Manager

Joseph Huggins, Director of Facilities for Town and School Buildings

Kevin Gerstner, Facilities Manager

School Administrators

Reading Memorial High School

Kevin Tracey, Principal

Kadi Buckley, Assistant Principal

Jessica Theriault, Assistant Principal

Thomas Zaya, Assistant Principal, Athletics & Extra-curricular Activities

Jessica Callanan, Director of Academic Achievement, 9-12

A.W. Coolidge Middle School

Sarah Marchant, Principal

Brienne Karow, Assistant Principal

W.S. Parker Middle School

Rochelle Rubino, Principal

Jason Peledge, Assistant Principal

Alice Barrows Elementary School

Alissa Gallegos, Principal

Birch Meadow Elementary School

Stephen Burnham, Ed.D., Principal

Joshua Eaton Elementary School

Caitlin Shelburne, Principal

J.W. Killam Elementary School

Sarah Leveque, Principal

Wood End Elementary School

Nicole Schwartz, Principal

Table of Contents

INTRODUCTORY SECTION8

 Superintendent’s Message9

 Finance Committee’s Budget Guidelines10

 School Committee’s Budget Guidance.....10

 Mission, Vision, Statement of Equity, and Portrait of a Graduate11

 Budget Development Process and Timeline12

 FY23 Budget Review.....14

 FY24 Recommended Budget Investment Priorities17

 Major Focus Areas with No Impact to FY24 Recommended Budget22

 The Superintendent’s FY24 Recommended Budget Priorities25

Preschool and Elementary Level Priorities:25

Secondary Level Priorities:27

District Wide Level Priorities:28

FINANCIAL SECTION31

 Superintendent’s FY24 Recommended Budget by Cost Center.....32

Administration Cost Center Summary35

Regular Day Cost Center Summary.....36

Special Education Cost Center Summary39

District Wide Programs Summaries:.....44

School Facilities Cost Center Summary51

OTHER FUNDING SOURCES54

 Offset Summary55

Special Revenue Funds.....56

Federal and State Grants58

Five-Year Capital Plan60

APPENDICES61

APPENDIX A: Student Enrollment and Staff FTEs.....62

APPENDIX B: District Organizational Structure71

APPENDIX C: 2022-2023 School Improvement Plans.....75

INTRODUCTORY SECTION



"Double leaf" by Hannah Rigney, RMHS Student enrolled in Ms. Kathleen M. Dailey's AP Photography Class

Superintendent's Message

Dear Reading Community,

As we share our recommended budget for FY24, we wanted to start by thanking our entire community for the continued support for our schools. While this budget reflects a significant financial contribution of each member of our community, we also deeply appreciate all the time, energy, and advocacy that the community puts towards our schools each day. We know our entire Reading community deeply values public education and takes tremendous pride in our schools. I speak on behalf of our district as I share this sincere appreciation and gratitude to our community.

The FY24 Recommended Budget reflects the perspectives of many of the district's critical stakeholders and has been developed through conversations with School Committee members, district and school leaders, educators, families, and students. The investments in the recommended budget align to the three strategic objectives within our District Strategic Plan:

- **Supportive and Safe Learning Environment:** We believe healthy and successful learning communities are a prerequisite to achieving excellence and equity in schools. Healthy and successful learning communities exist when all members of the community, no matter where they live, what they look like, what they believe, what language they speak, who they love, or how they learn feel seen, valued, affirmed and connected. At both the national and local level, our students are demonstrating significant social-emotional needs, as evident through the [U.S. Surgeon General's Advisory on Protecting Youth Mental Health](#) and an analysis of the results of [Reading's Youth Risk Behavior Survey by the Reading Coalition](#).
- **Coherent Instructional Systems:** We believe excellence and equity in schools is best achieved through high-quality instruction. High-quality instruction is our best lever for improving outcomes for students, and in particular, groups of students who have not met with success in our district. All students deserve challenging and engaging learning environments that promote high levels of growth and achievement. The pandemic has heightened both the challenge of addressing inconsistencies in learning for our students and the opportunity for improvements and innovations in teaching, learning, and programming.
- **School Operations:** Efficient operational systems are at the foundation of the success of our students and staff. Investments to improve for our students and staff will only hold across a system with the foundation of strong operational systems.

The investments outlined in the FY24 Recommended Budget align with each of these three strategic objectives and will support our district in living out our goal of providing every one of our students with an excellent educational experience. We look forward to your collaboration and feedback throughout the budget process and as always, appreciate your commitment and support of our schools.

In partnership for children,
Dr. Thomas Milaschewski, Superintendent

Finance Committee's Budget Guidelines

| SUMMARY OF FINANCE COMMITTEE FY24 BUDGET GUIDELINES | | | |
|--|---------------------------------|-------------------------------|------------------------------------|
| | FY23 Appropriated Budget | FY24 FinCom Guidelines | \$ Change FY24 vs. FY23 |
| Operating Funds | 46,203,363 | 47,922,143 | 1,718,800 |
| Special Education Accommodated Costs | 5,580,000 | 5,803,200 | 223,200 |
| Total Finance Committee Guidelines | 51,783,363 | 53,725,343 | 1,942,000 |
| % Percentage increase | | | 3.75% |

In October 2022, the Finance Committee voted for a FY24 budget guideline of 3.75%, which represents an increase of \$1,942,000 over the FY23 School Department Appropriated Budget. Since then, Townwide Accommodated Cost savings have been identified. As a result, \$131,260 of additional funds have been allocated to the School Department's FY24 Operating Funds. These additional funds raised the total incremental increase in FY24 to \$2,073,260, or 4.00%, over FY23. The Adjusted FY24 Budget Summary follows below:

| Adjusted FY24 Budget | FY23 Appropriated Budget | FY24 Adjusted Budget | \$ Change FY24 vs. FY23 |
|---------------------------------------|---------------------------------|-----------------------------|------------------------------------|
| Operating Funds | 46,203,363 | 48,053,423 | 1,850,060 |
| Special Education Accommodated Costs | 5,580,000 | 5,803,200 | 223,200 |
| Total Adjusted FY24 Guidelines | 51,783,363 | 53,856,623 | 2,073,260 |
| % Percentage increase | | | 4.00% |

Through the Town's Community Priority allocation, \$150,000 has been earmarked for the purpose of reducing the Full-Day Kindergarten tuition fee Offset, bringing the community one step closer to providing Universal Free FDK.

In summary, the FY24 Budget is defined into the following sections:

1. Operating Funds - \$1,850,060 is allocated to meet the increased costs of all contractual obligations, mandated services, and investments aligned to the district's strategic plan. Of this total increase over the FY23 Budget, \$1,176,905 will be allocated to pay for the baseline increase in personnel costs due to comply with employment contracts and bargaining unit agreements.
2. Special Education Accommodated Costs - \$223,200 is allocated to Accommodated Costs, which includes out-of-district special education placement tuition and transportation costs.
3. Town of Reading's Community Priorities - \$150,000 is allocated for use toward reducing the Full-Day Kindergarten tuition fee.

School Committee's Budget Guidance

Developing a school district budget that effectively aligns resources to strategic objectives to provide safe and supportive learning environments, coherent instructional systems, and efficient school operations involves considerable collaborative discussion on how funds are spent. The Reading School Committee provided the following guiding guidance to support the District's Leadership Team in developing the FY24 Recommended Budget. The Superintendent's FY24 Recommended Budget has been developed in line with the following School Committee guidance:

- Consider a plan to incorporate ESSER-funded positions into operating budget

- Continue progress toward Universal Full-Day Kindergarten
- Incorporate recommendations by DESE and Special Education Program Reviews
- Support RMHS Innovation Pathways
- Continue Middle School Curriculum Work
- Increase time on learning at elementary schools
- Maintain class sizes within School Committee guidance
- Examine staffing schedules
- Analyze workforce turnover toward increasing retention
- Make decisions that are sustainable over time

Mission, Vision, Statement of Equity, and Portrait of a Graduate

Mission of the Reading Public Schools

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

Vision of the Reading Public Schools

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

Reading Public Schools' Statement of Equity

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

Reading Memorial High School Portrait of a Graduate

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

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

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

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

Budget Development Process and Timeline

Within the context of the Budget Guidelines established by the Finance Committee and School Committee, the District's Mission, Vision, Statement of Equity, and Strategic Objectives, the Leadership Team committed to conduct a productive and an effective FY24 Budget Development Process. The Team collaboratively identified investment priorities that would improve learning opportunities, access, and outcomes for students. The approach taken by the district leaders is outlined below:

- Ensured that the budget development process was collaborative, transparent, and represented all stakeholders' voices.
- Identified priorities that reflect our commitment to inclusion and a sense of belonging for all students and staff.
- Prioritized investments in high-quality instruction and instructional systems.
- Streamlined operational systems for efficiency and effectiveness.
- Leveraged and maximized all sources of funding.
- Made evidence-based decisions that were student-focused, data-driven, and intentional.
- Worked collaboratively with the Town.

Baseline costs were calculated for all personnel and non-personnel accounts to ensure compliance with contractual and legal mandates. Projected enrollment, class sizes, student needs, and known/anticipated spending trends guided the process. The process taken by our team to build the baseline budget involved the following:

- Aligned budgets with employment contracts and negotiated bargaining agreements.
- Calculated costs based on historical spending trends, known service and material rate changes, and anticipated requirements.
- Evaluated staffing schedules, student groupings, and caseloads based on student enrollment, class size and student needs.
- Redeployed existing resources, Grants, and Revolving Accounts to support changes in baseline operating expense and fund investment priorities.

Some ways in which personnel and non-personnel resources were maximized to support new investments to make progress toward addressing strategic objectives include:

Personnel:

- Recognized retirement savings.

- Shifted hourly positions to the Special Education 240 Grant, eliminating a duplication of Massachusetts Teachers Retirement System (MTRS) fees for licensed staff.
- Allocated lunch time para wages to the Food Services special revenue fund.
- Utilized METCO, Department of Public Health, and Special Education 240 Grant funding.
- Applied School Choice funding.
- Built FY24 budget upon FY23 actual salaries which reflect Staffing Exchange, savings generated between outgoing/budget salaries and new incoming staff.

Non-Personnel:

- Considered a multi-year review of past, present, pending, and projected out of district tuition rates and changes in placements.
- Applied the increase in Circuit Breaker Reimbursement.
- Reduced new employee physical examination requirements.
- Canceling the Special Education Purposeful Opportunities for Successful Transitions (P.O.S.T.) contract.
- Reduced and reallocated existing budgets based on historical spending patterns and anticipated future needs.

In summary, the Leadership Team’s approach to the FY24 budget development process was highly collaborative and accomplished the following:

- Engaged all stakeholders in a collaborative process.
- Ensured all contractual and legal obligations will be met.
- Identified emerging priorities to support growth of all learners at all levels.
- Maximized existing resources through redeployment of existing resources and leveraging all funds.
- Considered enrollment projections, class sizes and teacher to student ratios, and learners’ needs.

The commitments made to the budget and the perspectives gained from stakeholders were foundational to a successful budget development process. The open, transparent, candid process resulted in a plan that built upon the District’s Strategic Objectives to allocate existing and new resources (position roles, staff time and sources of funding) in ways that will enable the district to provide a supportive and safe learning environment, coherent instructional systems, and efficient school-operations. The actions associated with the budget development process and timeline are summarized below:

July through October 2022:

- Built a three-year enrollment and financial forecast of all costs based on known and anticipated factors.
- Examined FY22 expenditures, anticipated FY23 needs in comparison to the appropriated budget.
- Projected FY24 enrollment, class size, student groupings, staffing ratios, and identified changes in student needs for the next year.
- Built the FY24 personnel and non-personnel budgets from the bottom up, person by person and item by item.

November and December 2022:

- Collaborated with the district, school, and program leadership teams to identify, discuss, and define student-centered budget priorities and examined ways to maximize existing resources across levels and programs.
- Compiled budget data to support leaders’ progress toward building responsive building and program budgets. The budget tools created included the following:

- Personnel reports – consisted of data by person, position, FTE, step, degree, FY23 budget and projected salaries and stipends. Retirements and unfilled budgeted positions were incorporated into the report. Enrollment by grade and school and projected elementary school class sizes were assessed. Schedules for teachers and paraprofessionals were reviewed in the context of student needs, groupings, and effective staff schedules. All funds were evaluated to determine how they could be best used to support the district’s objectives.
- Non-personnel reports – consisted of data by line item, descriptions, and expenditures trends. Rather than allocating a wholesale percentage increase across all services, supplies, and equipment, each line-item budget was reviewed and evaluated. Several factors were considered before adjusting baseline non-personnel expenses, such as the historic spending trends, projected use and prices, availability of end-year funds for pre-purchases, curriculum requirements, and enrollment and staffing changes.
- Reflective questions - used to provide guidance toward identifying investment priorities that aligned with the district’s strategic objectives:
- Rationale for Each Request - for each priority identified, the following questions were answered: What specific outcomes are expected? How will success be measured?, Where could capacity be found to fund and sustain the investment within the existing budget?

January 2023:

Meaningful discussions about the recommended investment priorities and their tangible impact on the budget will take place in public sessions throughout January 2023:

- January 5 - Superintendent’s FY24 Recommended Budget presented to the School Committee: Administration, District Wide and Facilities and Capital Budgets
- January 9 - Superintendent’s FY24 Recommended Budget presented to the School Committee: Regular Day and Special Education
- January 19 - FY24 Budget Hearing. Questions and Responses published
- January 26 - School Committee vote on the FY24 Recommended Budget
- January 27 - School Committee’s FY24 Recommended Budget submitted to the Town Manager

March 2023:

- March 1, 2023 - School Committee FY24 Budget Presentation to Finance Committee

April/May 2023:

- April 24, 27, May 1, 4, 2023 - Annual Town Meeting

FY23 Budget Review

The FY23 budget made great strides toward moving our district forward and we are grateful for the community’s ongoing support. As demonstrated above by the approach and process we took to develop the FY23 recommended budget, certain items were prioritized to achieve the greatest and most immediate impact on student outcomes. These investments in FY23 included (not in order of importance/priority):

- Reducing Full-Day Kindergarten Tuition, our first step toward moving closer to free Full-Day Kindergarten.

- Creating a dual role School Adjustment Counselor/METCO Coordinator at each elementary school through the funding of 5.0 FTEs, with half of the cost funded through the operating budget and the other half through the METCO grant.
- Increasing School Adjustment Counselor support by 1.0 FTE at the middle school level and by an additional 1.0 FTE at the high school level.
- Utilizing Endicott/Merrimack Fellows to increase support in bubble classes.
- Creating an Academic Support Center through the investment of a 1.0 FTE Director of Academic Achievement at Reading Memorial High School.
- Increasing 1.0 FTE teachers in the English Language Learner department and translation services.
- Increasing English Language (EL) Coordinator by .20 FTE to coordinate increased levels of EL services driven by new student enrollment.
- Increasing academic support to high school students' return to school from hospital settings by increasing staff by .20 FTE in the Stepping Stones program.
- Engaging in Endicott College Dual Enrollment program at RMHS.
- Participating in North Shore Community College Gateway to College program at RMHS.
- Offering an introductory computer science course through multiple sections to create a foundation for future computer science pathway at RMHS.
- Increasing Social Worker by 1.0 FTE for the REACH program at the middle school level.
- Adding a 1.0 FTE nurse, which allowed for the Director of Nursing to be released from direct services at RMHS and R.I.S.E. preschool to lead the District Wide health services program.
- Increasing the FTE of the district data specialist by .40 FTE.
- Reallocating funds to the district-wide professional development account.

In addition to the items funded in the FY23 budget, our team identified important priorities we were unable to fund in FY23 but deserved continued review and consideration. Those items are outlined below (not in order of importance/priority), as written in the FY 23 budget book, with an update on the progress for each item for FY24.

- **Universal Free Full-Day Kindergarten** to ensure equitable access for all new learners. The FY23 recommended budget lists a reduction in tuition from \$4,450 to \$3,600 to move closer to our goal of tuition free kindergarten for all students. Our district is currently exploring various pathways to move us toward this tuition-free goal and these pathways will be discussed and explored with the community.
(The FY24 recommended budget reflects a drop-in tuition fee to \$2,650)*

- **Full-time Elementary Assistant Principals** to support day-to-day building needs and ability of school leaders to prioritize improvements in teaching and learning. We believe that the addition of School Counselors combined with the role of METCO Coordinator at every elementary school will support the principal in several critical areas, including meeting the social-emotional needs of students, facilitating student support teams, and serving as a liaison with families. In FY23, we will evaluate how these new roles impact the current need of providing our elementary principals with more support through full-time Elementary Assistant Principals. (** The FY24 recommended budget reflects full-time Assistant Principals at all five elementary schools*).
- **Sustain the role of Team Chairs** in the operating budget. Several Team Chair roles (2.6 FTE) will be funded through the ESSER grant until the end of FY23. In the meantime, we continue to evaluate ways to refine and sustain these roles over the long term. In FY23, the role will expand to include planning interventions and overseeing Student Study Teams. (** The FY24 recommended budget sustains the Team Chair roles*).
- **Review of the elementary school schedule**, including half-day Friday, access to enrichment opportunities (instrumental, world language), and staff collaborative planning. We have and will continue to engage in conversations with our educators and community about how we can expand both time on learning and types of offerings for our students. This review will take place throughout FY23. (**While these conversations continue, there is nothing reflected in the FY24 budget on this item*).
- **RMHS Leadership Structure** to facilitate increased coaching and feedback. We will continue to engage in conversations with our educators and leadership team about how to use and revise our current leadership structure to expand the quality of coaching and feedback for our educators across the building. These conversations will continue in FY23. (**Update: The addition of the Director of Academic Achievement has been instrumental in leading our RMHS Instructional Leadership Team (ILT). The RMHS ILT, composed of RMHS Department Heads, has focused on providing teachers with ongoing coaching and feedback within their departments. This has already led to an increase in the amount of feedback provided to all teachers, particularly by their Department Heads*).
- **RMHS Computer Science Pathway/Program** to provide students with access to a series of computer science courses aligned to college and career opportunities. As we build an introductory computer science course in FY23, we will also actively explore how we can build an entire pathway/program to offer in the near future. (**Update: In FY24, we are launching two formal pathways at RMHS - Information (Digital Media and Computer Science) and Advanced Manufacturing (Engineering). More information regarding these pathways can be found later in the budget book*).
- **District-wide vertical alignment of math curriculum and pathways** to ensure that students can move fluidly between levels of math courses throughout middle and high school. In FY23, our district will explore how students end up in the highest-level math courses at RMHS and seek ways to remove barriers that limit students to access these higher-level courses. (**Update: While these conversations and planning continue, there are no budget items listed in FY24 that reflect this item*).
- **Review of the Social Emotional curriculum** for all schools, district-wide. In FY23, we will continue our efforts to support the social emotional needs of our students by assessing the current curriculum and materials in use. The company that supports our current social-emotional K-5 curriculum, Open Circle, is no longer publishing additional curriculum materials, supports, and resources. Therefore, we plan to engage in a

curriculum exploration process and potentially pilot curriculum in FY23 for a K-5 curriculum. At RMHS, students in grades 9 and 10 are participating in an SEL program, Project Wayfinder, funded by the ESSER grants through the end of FY24. We will assess the impact of this program to determine if it should be sustained long-term.

*(*Update: The FY24 budget reflects the continuation of Project Wayfinder and funding to pilot an SEL curriculum Preschool-8).*

- **Seal of Biliteracy Certification** to recognize students who have achieved proficiency in two or more languages. During FY23, we will pilot the assessment with a small group of secondary students to learn about the process and systems for providing our students with access to this certification.

*(*Update: The Seal of Biliteracy Certification was launched in FY23 and is also expanded in the FY24 budget).*

- **Comprehensive Professional Development** opportunities for all instructional staff. In FY23, we will explore models to provide our staff with expanded high-quality, job-embedded professional learning, such as instructional coaches. We will engage in conversation with educators and leaders to identify areas of need and opportunity.

*(*Update: The FY24 budget reflects two K-8 math instructional coaching positions to provide job-embedded professional development to teachers).*

- **Student Information Systems, Website redevelopment, and Technology service** to support efficient and effective scheduling, track attendance, receive and give information to students, staff, and community, and improve technology service delivery to staff and students. We plan to launch focus groups in FY22 and FY23 to analyze our systems/structures in each of these areas and provide recommendations on how to move forward.

*(*Update: A new district website was launched in FY23 and we are continuing to explore the possibility of a new student information system to better align with district needs).*

FY24 Recommended Budget Investment Priorities

Through large and small group meetings with and among instructional staff and leadership teams, investment priorities that aligned with Strategic Objectives emerged. The FY24 budget investments are outlined below, organized by the three strategic pillars of our District Strategic Plan:

Strategic Objective 1: Supportive and Safe Learning Environment

Strategic Objective 2: Coherent Instructional Systems

Strategic Objective 3: School Operations

Strategic Objective 1: Supportive and Safe Learning Environment: We have identified budget priorities that reflect the need to prioritize supportive and safe learning environments for our students. They are:

- **Middle School Adjustment Counselor/METCO Coordinator:** We have an increased need to support the social-emotional and behavioral health of our students. We will create a shared Middle School Adjustment Counselor/METCO Coordinator position to support the social-emotional and behavioral health of students and to support the goals of the METCO program at Coolidge and Parker Middle Schools. This role will mirror the School Adjustment Counselor/METCO Coordinator roles placed in our five elementary schools in FY23 and the cost will be shared between the operating budget and the METCO grant.

- **RMHS METCO Coordinator:** The FY24 Recommended Budget supports the addition of a full-time METCO Coordinator at RMHS to increase the academic and social-emotional support to all students. We project nearly 1,000 students to be enrolled in RMHS with an anticipated enrollment of 29 Boston resident students in 2023-2024. This role will be funded entirely through the METCO grant.
- **RMHS Wayfinder Curriculum:** Project Wayfinder is a social-emotional learning curriculum that supports students' success in school and in life by teaching the skills needed to build belonging and the mindsets necessary to facilitate personal growth. During the 2021-22 and 2022-23 school years, Project Wayfinder was implemented by RMHS counselors with students in grades 9 and 10 utilizing ESSER grant funds. In the 2022-23 school year, teachers were also able to access the resources offered by this comprehensive curriculum. This budget allocation allows for the continued use of Project Wayfinder in the 2023-24 school year. In addition to the SEL competencies RMHS students acquire from Project Wayfinder lessons, the implementation of the program has also allowed guidance staff to build stronger relationships with students and better meet their individual and group needs.
- **1 to 1 Nurse:** This nurse is required to meet an individual student's medical need for the student to access the school setting.
- **Social-Emotional Curriculum Exploration for Preschool to Grade 8:** Social-emotional learning (SEL) supports academic outcomes and school success for students. One way SEL is implemented in schools is through explicit instruction of social-emotional competencies and skills. SEL instruction can be improved using a research-based SEL curriculum. Consistent vertical implementation of an SEL curriculum builds common vocabulary and understanding for students and staff. Currently, a variety of materials and methods are utilized for SEL instruction in grades preschool to 8. Preschool teachers employ teacher-created SEL lessons. The Open Circle curriculum has been in place at the elementary level for many years. At the middle school level, teacher-created SEL lessons are delivered during the advisory block. With the increased and changing social-emotional and behavioral health needs of students, an exploration of a consistent SEL curriculum is needed. Funding in FY24 will facilitate this work. Funding will support staff stipends, acquisition of curriculum tools to examine, travel to visit other sites, and potential professional development.
- **Secondary Counselors (2 from ESSER grant):** Secondary counselor roles were developed to address the increased need to support the social-emotional and behavioral health of our students. These roles were funded through the ESSER grant but a portion of the salaries will now be incorporated into the FY24 operating budget.

Strategic Objective 2: Coherent Instructional Systems: Additionally, we have identified budget priorities that reflect the need to prioritize coherent instructional systems, directly connected to improving student academic outcomes. They are:

- **Elementary Assistant Principals (5):** Investing in building leadership is at the core of improving academic outcomes. A 2012 study of the impact of principals noted that “highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year; ineffective principals lower achievement by the same amount.”^[1] Given this impact, a recent research analysis by the Wallace Foundation noted “it is difficult to envision an investment in K-12 education with a higher ceiling on its potential return than improving school leadership.”^[2] While our district continues to invest in professional development and individualized coaching for principals, our administrative structure at the elementary level poses a barrier to leveraging the impact of principals on student outcomes. With the

significant changes in the field of education, especially within the last 5 years, the roles of building leaders have become exponentially more challenging. Within Reading, our adoption of high-quality curriculum materials, our increased enrollment of diverse populations, and our increases in student social-emotional and academic needs have all added significant responsibilities and expectations to those leading our buildings. These shifts also highlight the need for principals to act as instructional leaders in their schools. To do so, it is necessary to provide the staffing required to ensure the responsibilities and management of our buildings are done efficiently and effectively to create structures for success in our schools. To support all our students, families, educators, and principals, elementary assistant principals will share building-level responsibilities including (but not limited to) teacher evaluations, programmatic support, family and community engagement, and responding to day-to-day needs, allowing our principals to enhance their own capacity as leaders of learning communities. Overall, these new roles will provide our elementary schools with the administrative leadership structure necessary to harness the impact of principal leadership on students. This new structure will also create an internal pipeline of leadership talent to fill principal vacancies as they arise in this district.

- **K-8 Math Coaches (2):** Research shows the significant power of an instructional coach, especially when done in an intentional, structured system with clearly defined goals/roles; *“instructional coaching had a greater impact on instruction than almost all other school-based interventions...In fact, they determined the quality of teachers’ instruction improves by as much or even more than the difference in effectiveness between a new teacher and one with five to 10 years of experience. Similarly, student performance improved with instructional coaching regardless of whether a teacher was a novice or veteran.”* [3] K-8 math coaches will bring a shift in our professional learning structures, bringing previously externally provided training into our district, working within our structures and alongside our educators. K-8 Math Coaches will support increased implementation of adopted high-quality curriculum materials, improved instructional practices leading to deepened opportunities for rigor in math learning, vertical and horizontal alignment, educator professional learning thoughtfully and intentionally embedded into daily teaching and learning cycles. They will support targeted training/professional learning opportunities, collaboration with teacher groups, and 1:1 coaching and collaboration. Additionally, they will play a role in onboarding new staff, to ensure implementation of our curriculum materials continues even beyond our initial adoption years.
- **Elementary Special Education Teacher:** A Learning Center Special Education Teacher position will be added at the Joshua Eaton School. The position is required to ensure compliance with IEP services.
- **Middle School Special Education Teacher (from ESSER grant):** A program special education teacher position will be added at Coolidge Middle School. The position is required to ensure compliance with IEP services. This role was funded through the ESSER grant and a portion of the position will now be incorporated into the operating budget. The balance of the position will be absorbed within the FY25 budget.

[1] <https://www.educationnext.org/school-leaders-matter>

[2] <http://www.wallacefoundation.org/principalsynthesis>

[3] [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence](#)

- **Multilingual Learner Teachers (1.5):** During the first 5 months of the 2022-23 school year, 31 multilingual learners (MLLs) enrolled in the Reading Public Schools, most entering with beginning-level English proficiency. In previous years, approximately 30% of MLL students in RPS were beginners. As of December 2022, 63% of our 60 MLL students are beginners. According to DESE standards, MLL students must receive English instruction from a Teacher of English as a Second Language (ESL). Recommended weekly instructional hours are based on students' proficiency levels. Beginner MLL students receive 7 to 14 hours of instruction weekly, while intermediate-level MLL students receive 4 hours. Supporting the language development of MLL students is essential to their academic and social progress in school. To provide the needed services an additional 1.5 FTEs of ESL teacher positions are included in the FY24 Recommended Budget.
- **Special Education Team Chairs (from ESSER grant):** To ensure consistency with practice and compliance, the additional team chair positions allow each school to have at least one full-time special education administrator. This allows the team chairs to have a direct role in instructional support within special education classrooms. Additionally, they are responsible for implementing the reading protocol, as needed, during the evaluation process to ensure all students have access to appropriate instruction and data collection methods. The reading protocol is a researched based tool that Reading has adopted to ensure all components of reading development are assessed. If an area of need is identified the protocol provides guidance to select the appropriate instructional practices. This is a critical component to ensuring all students are able to read and write effectively. These roles were funded through the ESSER grant but a portion of salaries will now be incorporated into the operating budget.
- **Team Chair Hours:** There will be an increase in a team chair position from 0.6 to 1.0 FTE. This will allow there to be a team chair for R.I.S.E. at the high school and continue the equitable share and OOD case management that the position currently supports.
- **Team Chair Stipends:** Issue stipends to Team Chairs and the Special Education Literacy Coach appointed to provide individualized Program Coordination to substantially separate Special Education Programs as recommended in the FY23 Special Education Program Review. The Program Coordinators are working closely with consultants to update Program Descriptions, create Points for the Teams to Consider (Exit and Entrance Criteria), and create professional development plans to foster vertical alignment within the programs. While completing this work the Program Coordinators will be observing, meeting with staff as well as soliciting feedback from the parents/guardians of students enrolled in the program.
- **Full-Day Kindergarten Tuition Fee Reduction:** Reading Public Schools remains one of about two dozen districts that does not provide free, full-day Kindergarten for students. We are committed to moving toward universal, free, full-day kindergarten for students. In FY24, we plan to drop the kindergarten annual tuition fee from \$3,600 to \$2,650.
- **Board Certified Behavior Analyst (BCBA):** In alignment with the program review recommendations, this additional BCBA will provide support for students enrolled in the S.O.A.R./E.M.B.A.R.C. programs. This position will serve students in Preschool to grade 12. The primary role of the BCBA will be to provide consultative support to teams and families regarding evaluations, behavioral interventions, and data collection.
- **Secondary Transition Specialist:** As indicated in the program review, this position will provide direct evaluation and transition planning support for students ages 14-22. This position will support teams and students to identify the skills needed to further their post schooling endeavors. As part of the IEP process for

all students there must be a transition plan beginning at age 14. The transition specialist will help develop an evaluation protocol and education support to make sure all students who receive special education services are prepared for their post-secondary transition. Additionally, for students who need more specific job, leisure and life skills this position will help support community-based learning activities.

- **RMHS Seal of Biliteracy Certification:** Beginning in June 2023, RMHS graduating students can be awarded the Seal of Biliteracy for demonstrating proficiency in two or more languages. In the spring of 2023, students in grades 8 and 11 will participate in language proficiency assessments that would allow them to meet the criteria for the Seal of Biliteracy. Twelve-grade students and other multilingual students were also given the opportunity to participate in the assessments if they wished. In addition to supporting the Seal of Biliteracy awards, language proficiency assessments are a valuable tool for the world language department in understanding the language development and growth of students and allow families and students to better understand second language growth and development. Additional funding will allow the high school world language department to expand the number of students participating in language proficiency assessments by shifting administration from specific grade levels to specific courses. This is a stronger practice since most world language classes include students from multiple grade levels. This spring, the world language department will review the sequence of courses to determine how to best leverage language proficiency assessments.
- **Mentoring for Year 2 New Teachers:** Effective mentoring and induction programs are essential to training and retaining high-quality staff. RPS's current mentoring program provides new staff with an individual mentor during their first year. The role of this mentor is to provide job-embedded support to develop the knowledge-base and skills of new staff. Additional funding would be used for mentor stipends, allowing new staff to continue to receive the support of a mentor in year 2. Not only will this improve the development of new staff, but it enables RPS to meet the mentoring requirements DESE has outlined for districts.
- **Curriculum Review Science:** MA DESE Science, Technology, Engineering Frameworks were updated and adopted in 2016; *"The vision of the Massachusetts STE standards is to engage students in the core ideas through the integration of science and engineering practices, while making connections to what they know and the world they live in."*^[4] The shift to the frameworks is built upon the guiding principles of relevance, rigor, and coherence. The STE Curriculum Review process is intended to analyze our curriculum alignment with the standards and in our RPS vertical articulation. The review process will deeply examine our STE curriculum (with a focus on grade 6-12.) Funds will support teacher stipends, acquisition of curriculum resources to review, travel to visit other sites, and professional development.
- **Curriculum Review Middle School Literacy:** A Middle School Literacy Leadership Team (MS LLT) was developed in the 2022-23 school year to explore current curricular resources, tools, and practices in middle school literacy. The goals of the team are focused on improving student achievement and growth in all components of literacy instruction. Based on the work and recommendations of the MS LLT, we anticipate continuing work in the 2023-24 school year to fully address MA DESE's guidance around high-quality curriculum materials and a new understanding of research in the field of literacy instruction. Funding could include stipends, acquisition of curriculum tools to examine, travel to visit other sites, and potential professional development.

[4] [DESE Frameworks, 2016](#)

- Curriculum Review World Language:** MA DESE World Languages Frameworks [MA DESE World Languages Frameworks](#) were updated and adopted in 2021. These frameworks contain a shift in the methodology of world language instruction to focus on functional communication and comprehension skills. Under the new frameworks, world language instruction and assessment are driven by “Can Do” statements highlighting how students are able to use and grow proficiency in the second language. To ensure RPS world language curriculum is aligned with the shifts of the new standards, a curriculum review team will be formed. Funding could include stipends, acquisition of curriculum tools to examine, travel to visit other sites, and potential professional development.

Major Focus Areas with No Impact to FY24 Recommended Budget

Killam Elementary School Building Project:

On March 2, 2022, the Massachusetts School Building Authority (MSBA) Board of Directors voted to invite the Statement of Interest for the J. Warren Killam Elementary School into the MSBA’s Eligibility Period. The 270-day Eligibility Period formalizes and streamlines the beginning of the MSBA’s grant approval process and benefits the Town by providing a definitive schedule for the completion of preliminary requirements, assisting with the determination of financial and community readiness, and identifying needs for planning and budgeting. Successful completion of all activities in the Eligibility Period will allow the Town to be eligible for an MSBA invitation to Feasibility Study.

Town Meeting’s vote to appropriate \$2.2M in November 2022 was among the final requirements for advancing beyond the Eligibility Period. The affirmative vote by Town Meeting indicated to the MSBA that the town is likely to support a project that emerges from the design phase and will provide the funding required to proceed through Modules 2-5, including hiring an Owner’s Project Manager (OPM), a designer, and paying for several analyses and studies related to the site that may be required. On March 2, 2023, the MSBA Board of Directors will reconvene to evaluate Phase 1 deliverables and vote on whether to move the Killam Building Project into Phase 2.

The timeline below depicts the three phases of the MSBA process:

Prospective MSBA Timeline, beginning June 1, 2022:

Phase 1 Preparation:

Module 1 Eligibility Period/Preparation:270 days

Phase 2 Scope Definition:

Module 2 Project Team (OPM, Designer)150 days

Module 3 Feasibility Study300 days

Module 4 Schematic Design75 days

Module 5 Project Scope, Schedule & Funding90 days

Phase 3 Scope Monitoring:

Modules 6-8 Detailed Design, Construction Documentation & Bidding1 year

Construction1.5 years

***Total ~ 3.5 years**

*The timeline above represents maximum allowed durations. Many steps will likely overlap, resulting in a shorter, 3.5-year timeframe.

The Killam Elementary School completed construction in 1969 and has not undergone any significant renovations since opening. While the facility has been well-maintained, it is now 53 years old and has several deficiencies. The building is not fully ADA-compliant, including bathrooms and entry points to some classrooms and common areas. The water fountains have been unusable for years due to lead levels, requiring the district to provide drinking water through expensive and wasteful water bottles. Many of the windows and doors are original to the school, so they are not energy efficient and create challenges with maintaining comfort levels. There is a fire alarm system, but no fire suppression system. Sightlines to the main doors are poor, presenting a security concern. Due to the age of the foundation, there have been some issues with water infiltration.

Programmatically, the building's configuration also presents many challenges. Some classrooms and common spaces are only accessible through other classrooms. The library / media center is an open space located at the "crossroads" of the building, which makes it difficult to maintain a quiet environment or use the space for special education or other services that may call for a degree of privacy. The needs of students and our understanding of how to provide appropriate interventions have changed over the many decades since Killam was built, and the building does not adequately support the space requirements for these needs. Tier 2 supports (such as small reading groups) are taking place in open settings, including hallways. Spaces originally intended for storage have been converted to offices and even learning spaces in some cases. The accessibility challenges of many of the building's spaces significantly limit the staff's ability to creatively use the building's footprint.

It could be possible to address some of these deficiencies through smaller renovation projects, but given the scope of the needs, it is likely that any significant renovations would reach a threshold of 20% of the building's assessed value. This would trigger several compliance requirements that are currently grandfathered in (including ADA compliance). As a result, while renovations are a possible outcome of the MSBA process, a new building may be the more likely outcome.

The feasibility study will also consider solutions for other programmatic and space-related deficiencies in the district, including, but not limited to: relieving capacity constraints at other elementary schools; eliminating the need for modular classroom units; creating a single site to house the R.I.S.E. preschool program; allowing for possible future expansion of R.I.S.E. as new mandates expand the eligibility for access to R.I.S.E. services.

While the precise figures are to be determined, the MSBA program may provide reimbursement to the town for nearly half of the cost of any project. RPS and town staff have been working diligently over the last several months to meet the numerous requirements to graduate from the Eligibility Period into Modules 2-5, which will allow us to form a project team, conduct a feasibility study, develop a schematic design, and pursue town and MSBA approval to enter into an agreement around project scoping and funding.

Innovation Pathways at Reading Memorial High School:

Reading Memorial High School (RMHS) is in the process of applying for Innovation Pathway Designations in the areas of Information (Digital Media - Music Production and Computer Science) and Advanced Manufacturing (Engineering). With the assistance of the Reading Chamber of Commerce and MassHire Metro North Workforce Board, RMHS established partnerships with local industries to support the proposed pathways. Current industry partners include, Weston & Sampson, TEALS – Microsoft, and Associated Builders and Contractors. RMHS is working to expand partnerships as the year progresses specifically with Mitre Corporation and All That Music Academy in Stoneham.

RMHS is also consulting with institutions of higher education to include The College of St. Rose, Middlesex Community College, and UMass Lowell. Earning Innovation Pathway Designations from DESE is an honor unto itself, but which also opens the door to planning and implementation grants of up to \$100,000. RMHS applied for the initial \$25,000 Innovation Pathways planning grant and will be notified within the next couple of months if a recipient. Earning the planning grant and designations makes RMHS eligible to apply for a \$75,000 implementation grant in the summer of 2023.

During the planning process, course pathways are being developed by RMHS content specialist faculty in conjunction with industry partners that are serving as advisors throughout this journey. Any student can select a Pathway course while in high school, but to complete a Pathway, students enter in grade 9 or 10.

The courses in the Computer Science (Information) Innovation Pathway include, but are not limited to:

- Introduction to Computer Science
- Introduction to Java
- Dual Enrollment (DE) Computer Networks
- Dual Enrollment (DE) Computer Ethics
- Advanced Placement (AP) Computer Science A

The courses in the Digital Media (Information) Innovation Pathway include, but are not limited to:

- Digital Piano
- Technical Songwriting & History of Rock
- Recording Digital Media
- Digital Music Production & Advanced Digital Marketing
- Advanced Music Production

The courses in the Engineering (Advanced Manufacturing) Innovation Pathway include, but are not limited to:

- Introduction to Physics
- Introduction to Engineering Design
- Principles of Engineering (POE)
- Environmental Engineering
- Advanced Placement (AP) Physics 1

All Pathways conclude with either a capstone project that is overseen by a content specialist faculty member, or an internship with one of the industry partners or other corporations with which RMHS establishes partnerships to support student growth and engagement. Those working on this initiative at RMHS are extremely enthusiastic about the opportunities that Innovation Pathways will cultivate for students. RMHS is also proud to partner with local industries and universities to inspire Reading residents to attend school and start their careers in the rich industries embedded throughout Massachusetts.

An Innovation Pathway presentation was presented to the School Committee on November 18, 2022, and can be viewed at the following [link](#). More information will be communicated to the community with a specific emphasis on current and incoming RMHS students and families. It is the collective hope that the new course and programmatic offerings will engage students in deeper and meaningful learning experiences, while at the same time highlighting the skill sets of our students and faculty.

Dual Enrollment Expansion at Reading Memorial High School

Reading Memorial High School has offered Dual Enrollment (DE) courses for students in the past through various higher education institutions. These courses typically take place on college campuses. In the 2023-24 school year RMHS is planning to expand DE offerings and hold a larger number of classes on campus at RMHS and within the regular school day. RMHS is working with Middlesex Community College, a leader in DE programming for high school students in the Greater Boston area, to expand opportunities for Reading students at a reasonable cost.

RMHS teachers are in the process of applying to be adjunct professors at Middlesex Community College and proposing 100-level courses for next school year. In addition, RMHS department leaders are preparing course syllabi for approval by the respective departments at Middlesex Community College. DE courses will be offered to seniors that meet the prerequisites to include a 2.0 Grade Point Average or better, PSAT or SATs, and teacher recommendation. During the course selection process in the spring, current juniors and their families will receive in depth information regarding the expanded DE offerings for next school year. The new offerings do not negate students taking courses on college campuses as has happened in the past, it is meant as a new opportunity for students to earn college credits while enrolled in high school within the regular school day.

The Superintendent's FY24 Recommended Budget Priorities

The Superintendent's FY24 Recommended Budget Priorities summarized in the sections above represent a total investment of \$2,094,895. Of this total, \$1,723,895 consists of new funding, \$260,000 is supported through the deployment of existing funds, and \$111,000 is funded through grants. The FY24 priorities reflect an increase of 14.90 FTEs over FY23, with 1.5 FTEs of this increase funded through grants. Each priority and their relative relationship to the three overarching categories, 1.) provide a safe and supportive learning environment, 2.) build coherent instructional systems, and 3.) increase operational efficiencies and effectiveness to support students is described below by level (Preschool and Elementary, Secondary, and District Wide):

Preschool and Elementary Level Priorities:

| Preschool and Elementary Level Priorities | Strategic Objective | Description | \$ Supported by Existing Operating Funds | \$ Supported by New Operating Funds | \$ Supported by Grant Funds | Total \$ Investment | Total FTE Investment |
|---|---------------------|--|--|-------------------------------------|-----------------------------|---------------------|----------------------|
| Elementary Assistant Principals | 2 | Provide operational and instructional support to Barrows, Birch Meadow, Joshua Eaton and Killam Elementary School Principals to prioritize improvement in student outcomes. Redeployed four assistant Principals stipends. | | 500,000 | 0 | 500,000 | 5.00 |
| Full Day Kindergarten (FDK) Tuition Fee Reduction | 2 | Reduce FDK tuition by 50% from \$3,600 to \$2,650. This action increases access for students and moves us closer to free full day kindergarten. | 250,000 | 250,000 | 0 | 500,000 | 0.00 |
| Joshua Eaton Special Education Teacher | 2 | Carry forward the 1.0 FTE Special Education Teacher hired in FY23 for Learning Center at Joshua Eaton due to enrollment shift and larger class sizes/student caseloads. | 0 | 84,233 | 0 | 84,233 | 1.00 |
| Team Chair Hours | 2 | Increase R.I.S.E. Team Chair position from .60 FTE to 1.0 FTE. | 0 | 37,823 | 0 | 37,823 | 0.40 |
| Subtotal Preschool and Elementary | | | 250,000 | 872,056 | 0 | 1,122,056 | 6.40 |

As noted in the table above, the FY24 Elementary (Preschool to Grade 5) Budget Priorities are supported through a total investment of \$1,122,056 and 6.40 FTEs. This investment will be supported through \$872,056 of new funding and \$250,000 of existing operating funds will be redeployed to support these priorities.

Research shows that investing in building leadership is at the core of improving academic outcomes for all students. To create structures for student success in our schools, four assistant principals have been recommended for all five largest elementary schools. These new roles will provide our elementary schools with the administrative leadership structure necessary to harness the impact of principal leadership on students. Shifting our priorities for principals away from operational responsibilities and more toward instructional leadership will enhance our principals' capacity as leaders of learning communities, ultimately raising the academic achievement of students in our schools. Existing Assistant Principal stipends will be reallocated toward supporting this new investment.

Continuing the pathway toward Universal Full-Day Kindergarten, the FY24 Recommended Budget reflects the incorporation of teachers' salaries within the operating budget, resulting in the decrease of FDK tuition fees from \$3,600 to \$2,650 in FY24. The Town's contribution toward increasing access to all students through Community Priority funding and the district's reallocation of existing funds from across several accounts will bring our community one step closer to providing free FDK for all students. Some ways in which personnel and non-personnel resources were maximized to support new investments, including operationalizing the FDK program to reduce tuition fees, are outlined on page 11 and include the following personnel and non-personnel changes to the baseline budget. These changes released funds for focus on other investment priorities, not only at the elementary level but also at the secondary and districtwide:

- Recognized retirement savings.
- Shifted positions charged to the Special Education 240 Grant eliminating MTRS expenses.
- Allocated lunch time para wages to the Food Services special revenue fund.
- Applied School Choice funding.
- Considered a multi-year review of past, present, pending, and projected out of district tuition cost rates and changes in placements.
- Applied the increase in Circuit Breaker Reimbursement.
- Reduced new employee physical examination requirements.
- Explored the Special Education P.O.S.T contract.

Increasing the R.I.S.E. Team Chair's hours will allow the district to continue the equitable share and out of district case management required to meet legal mandates and a Learning Center teacher hired in FY23 will be reflected in the FY24 Recommended Budget at Joshua Eaton. This position ensures compliance with the delivery of services defined on students' Individual Educational Plans.

Priorities funded in the FY23 budget that will be carried over into the FY24 budget to ensure supportive and safe environments includes one Adjustment counselor/METCO Coordinator assigned to each elementary school, positions which are shared equally between the operating fund and METCO grant, and three Elementary School Teaching Fellow positions to continue to support reasonable class sizes.

Secondary Level Priorities:

| Secondary Level Priorities | Strategic Objective | Description | \$ Supported by Existing Operating Funds | \$ Supported by New Operating Funds | \$ Supported by Grant Funds | Total \$ Investment | Total FTEs Investment |
|--|---------------------|--|--|-------------------------------------|-----------------------------|---------------------|-----------------------|
| Middle School Adjustment Counselor/METCO Coordinator | 1 | Add METCO/Adjustment Counselor position to be shared between Coolidge and Parker Middle Schools. This position is funded equally by operating budget and METCO grant, .50 FTE and .50 FTE | 0 | 37,000 | 18,500 | 55,500 | 1.00 |
| RMHS METCO Coordinator | 1 | Move METCO Coordinator role from Parker to RMHS. This position is funded entirely by METCO grant, 1.0 FTE | 0 | 0 | 56,000 | 56,000 | 1.00 |
| RMHS Wayfinder Curriculum | 1 | Sustain Wayfinder Curriculum in the RMHS operating budget, previously funded by ESSER grant. | 0 | 13,000 | 0 | 13,000 | 0 |
| Secondary Transition Specialist | 2 | Provide direct evaluation and transition planning support for students ages 14-22, as recommended in the Special Education program review. | 0 | 79,596 | 0 | 79,596 | 1.00 |
| RMHS Seal of Biliteracy Certification | 2 | Expand the recognition of RMHS students who have achieved proficiency in two or more languages. | 2,000 | 0 | 0 | 2,000 | 0 |
| Subtotal Secondary | | | 2,000 | 129,596 | 74,500 | 206,096 | 3.00 |

At the Secondary Level (grades 6 to 12), the total investment amount is \$206,096, of which \$129,596 will be supported through new funding, \$2,000 to be redeployed from existing resources, and \$74,500 funded through the METCO Grant. A total investment of 3.0 FTEs is associated with these priorities, of which 1.5 FTEs will be funded through the operating budget and 1.5 FTEs through the METCO grant.

Building upon the successful elementary school model of providing a supportive and safe environment to all students has been adopted at the middle school level through the addition of an Adjustment Counselor/METCO Coordinator. One Adjustment Counselor/METCO Coordinator is recommended to be shared between Coolidge and Parker Middle Schools to increase the academic and social-emotional support to all Boston and Reading resident students. This position will be funded through the operating budget and the METCO grant. In addition, a METCO Coordinator is recommended for assignment to Reading Memorial High School. The METCO Coordinator position at RMHS is expected to increase the academic and social-emotional support to all Boston and Reading resident students and will be supported entirely through METCO grant funding.

Sustaining Project Wayfinder, a social-emotional learning curriculum implemented by RMHS guidance staff, will allow the district to support students' success in school and in life by teaching the skills needed to build belonging and the mindsets necessary to facilitate personal growth. ESSER grant funds were used to deliver this program during the 2021-22 and 2022-23 school years. The cost of this program is recommended to be adopted by the district in the FY24 Recommended Budget.

The Special Education program review conducted in FY23 highlighted the need for a Secondary Transition Specialist to provide evaluation, transition planning, and post-school skills development support for students ages 14 to 22. This position is reflected among the priorities at the secondary level for FY24 investment.

The expansion of the Seal of Biliteracy Certification, which was funded initially in FY23, will be funded through the reallocation of existing resources, and will allow the high school world language department to increase the number of students who are given the opportunity to achieve the Seal of Biliteracy for demonstrating proficiency in two or more languages by participating in proficiency assessments.

District Wide Level Priorities:

| District Wide Level Priorities | Strategic Objective | Description | \$ Supported by Existing Operating Funds | \$ Supported by New Operating Funds | \$ Supported by Grant Funds | Total \$ Investment | Total FTEs Investment |
|--|---------------------|--|--|-------------------------------------|-----------------------------|---------------------|-----------------------|
| ESSER-Funded Positions | 1 | Begin a two year process of funding a portion of 1.0 FTE MS Special Education Teacher, 2.0 FTE Guidance/Counseling, 2.6 FTE Special Education Team Chairs as ESSER funds in FY23 and in FY24. ESSER Tutors will not be consolidated into the Operating Budget. | 0 | 204,186 | 0 | 204,186 | 0 |
| 1 to 1 Nurse | 1 | Meet individual student need | 0 | 69,035 | 0 | 69,035 | 1.00 |
| Social Emotional Learning (SEL) Curriculum Exploration | 1 | Provide time and opportunity to assess SEL programs for implementation in FY25 for Preschool through grade 8 | 0 | 5,000 | 0 | 5,000 | 0 |
| Instructional Math Coaches | 2 | K-8 Math Coaches will support increased implementation of high quality curriculum materials, improved instructional practices, vertical and horizontal alignment, and professional learning embedded into daily teaching and learning cycles. | 0 | 180,000 | 0 | 180,000 | 2.00 |
| Multi-Language Learner Teachers | 2 | Carry forward 1.5 FTE hired in FY23 to support surge in multi-language learner enrollment districtwide to align with DESE recommendations for time on learning. | 0 | 119,022 | 0 | 119,022 | 1.50 |
| Board Certified Behavior Analyst (BCBA) | 2 | Hire Preschool through grade 12 additional 1.0 BCBA to provide support for students enrolled in the S.O.A.R./E.M.B.A.R.C. Programs in alignment with the Special Education Program Review recommendations. | 0 | 85,000 | 0 | 85,000 | 1.00 |
| Team Chair Stipends | 2 | Issue stipends to Team Chairs appointed to provide individualized Program Coordination to substantially separate Special Education Programs. These stipends will be funded through the Special Education 240 grant. | 0 | 0 | 32,500 | 32,500 | 0 |
| Mentoring for Year 2 Teachers | 2 | Complete plan and develop coordinated mentoring program for instructional staff, including paraprofessionals. Comply with DESE requirements. | 0 | 30,000 | 0 | 30,000 | 0 |
| Curriculum Content Cycle | 2 | Formulate plan that incorporates curriculum content review cycle and instructional leadership structure to improve student academic outcomes in three content areas: Middle School Literacy, Grades 7-12 World Languages, and Grades 6-12 Science. | 0 | 30,000 | 0 | 30,000 | 0 |
| Annual Community Report | 3 | Publish annual Community Report to share work of school district, engage residents, and incorporate student voice. | 8,000 | 0 | 0 | 8,000 | 0 |
| Substitute Nurse wages | 3 | Improve ability of the district to recruit and assign substitute nurses by increasing daily wage from \$175 to \$225 to become comparative with nearby communities. This expense will be funded by the Department of Public Health Grant. | 0 | 0 | 4,000 | 4,000 | 0 |
| Subtotal District Wide | | | 8,000 | 722,243 | 36,500 | 766,743 | 5.50 |
| COMBINED TOTAL | | | 260,000 | 1,723,895 | 111,000 | 2,094,895 | 14.90 |

The total investment required to support Districtwide priorities identified by instructional leaders and stakeholders and align with all three strategic objectives totals \$766,743 of which \$722,243 is supported through new funding,

\$8,000 through existing funds and \$36,500 supported by grants or existing resources. An addition of 5.5 FTEs is associated with these priorities.

As ESSER II funding comes to an end in FY23 followed by ESSER III in FY24, a portion of positions previously supported through this grant will be incorporated into the operating budget over the next two years to ensure compliance with IEPs and support the behavioral health of our students: Middle School Special Education Teacher, Special Education Team Chairs, and Secondary Counselors.

An increase in health support will be available through the addition of a 1 to 1 1.0 FTE Nurse to meet an individual student's medical need for the student to access the school setting.

With the increased and changed social-emotional and behavioral health needs of students, an exploration of a consistent SEL curriculum is needed. Funding in FY24 will facilitate this work by supporting staff stipends, acquisition of curriculum tools to examine, travel to visit other sites, and potential professional development.

K-8 math coaches will bring a shift in our professional learning structures, bringing previously externally provided training into our district, working within our structures and alongside our educators. K-8 Math Coaches will support increased implementation of adopted high-quality curriculum materials, improved instructional practices leading to deepened opportunities for rigor in math learning, vertical and horizontal alignment, educator professional learning thoughtfully and intentionally embedded into daily teaching and learning cycles. They will support targeted training/professional learning opportunities, collaboration with teacher groups, and 1:1 coaching and collaboration.

Improving academic outcomes will be articulated through the increase in instructional support for English Language Learners in the form of 1.5 FTE teachers. As of December 2022, 63% of our 60 MLL students are beginners. According to DESE standards, multi-language learners must receive English instruction by a Teacher of English as a Second Language (ESL). These teaching positions are essential to carry-forward into the FY24 Recommended Budget to provide needed services to students and comply with state regulations.

In alignment with the Special Education program review recommendations, an additional Board Certified Behavior Analyst (BCBA) is needed to provide support for students enrolled in the S.O.A.R./E.M.B.A.R.C. programs, Preschool through grade 12. The primary role of the BCBA will be to provide consultative support to teams and families regarding evaluations, behavioral interventions, and data collection.

Also recommended in the FY23 Special Education Program Review is a district-wide budget priority to expand the role of the Team Chair to provide individualized Program Coordination to substantially separate Special Education Programs. The expansion of the role will be compensated through a stipend, which will be funded through the Special Education 240 grant.

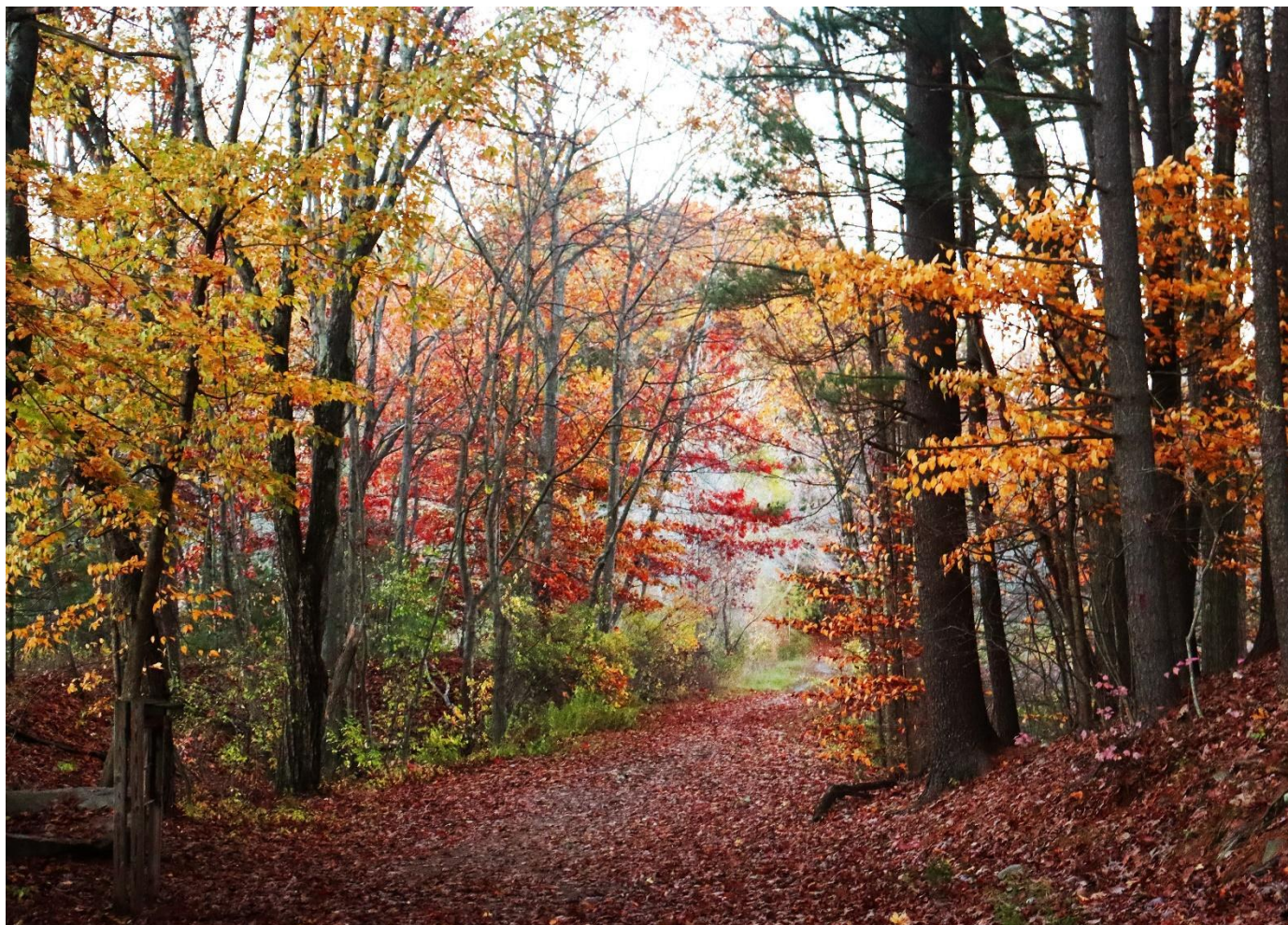
The district's current mentoring program provides new staff with an individual mentor during their first year. Additional funding would allow new staff to continue to receive the support of a mentor in year 2. Not only will this improve the development of new staff, but it enables RPS to meet the mentoring requirements DESE has outlined for districts.

The FY24 Operating Budget support for the Science/Technology/Engineering, World Language and Middle School Literacy Curriculum Review process is intended to analyze our curriculum alignment with the standards and in our vertical articulation. The review process will deeply examine our curriculum (with a focus on secondary.) Funds will support teacher stipends, acquisition of curriculum resources to review, travel to visit other sites, and professional development.

Sharing the work of the school district, engaging residents, and incorporating students' voices is the goal of the annual Community Report publication. This report will be written, produced, and published with the support of our student body.

Reflected in the District Wide FY24 Recommended Budget Priorities is a recommendation to increase the substitute nurse's daily wage from \$175 to \$225. This increase will improve the district's ability to recruit and assign substitute nurses by becoming comparable with other nearby districts' daily wages.

FINANCIAL SECTION



"Foliage" by Emily Bass, RMHS Student enrolled in Ms. Kathleen M. Dailey's AP Photography Class

FINANCIAL SECTION

In October 2022 the Finance Committee voted for a FY24 budget guideline of 3.75%, which represents an increase of \$1,942,000 over the FY23 School Department Appropriated Budget. Since then, Townwide Accommodated Cost savings have been identified. As a result, \$131,260 of additional funds have been allocated to the School Department’s FY24 Operating Funds. These additional funds raised the total incremental increase in FY24 to \$2,073,260, or 4.00%, over FY23. Combined with the \$150,000 in funding associated with the Townwide Community Priority for FDK, the Superintendent's FY24 Recommended Budget totals \$2,223,260. The Finance Committee Budget Guidelines, revised Accommodated Costs, and Community Priority for FDK are summarized in the table below:

| Adjusted FY24 Budget | FY23 Appropriated Budget | FY24 Adjusted Budget | \$ Change FY24 vs. FY23 |
|--|---------------------------------|-----------------------------|------------------------------------|
| Operating Funds | 46,203,363 | 48,053,423 | 1,850,060 |
| Special Education Accommodated Costs | 5,580,000 | 5,803,200 | 223,200 |
| Total Adjusted FY24 Guidelines | 51,783,363 | 53,856,623 | 2,073,260 |
| % Percentage increase | | | 4.00% |
| *Community Priority | | 150,000 | 150,000 |
| Total Adjusted FY24 Guidelines and Community Priority | 51,783,363 | 54,006,623 | 2,223,260 |
| | | | 4.29% |
| <i>**Community Priority - to be applied toward Universal Full Day Kindergarten</i> | | | |

The leadership team used financial, staffing and student outcome data to identify trends, analyze resource allocations, and make strategic decisions. In the section to follow, the district’s finances are summarized and detailed by Cost Center. The following information can be found within each subsection:

1. Summary of FY23 Appropriated Budget, FY24 Recommended Budget, and the dollar/percentage change between the two.
2. Primary Function Description summarizing core services.
3. FY23 Appropriated and FY24 Recommended Budgets by org and object codes, in comparison with actual expenditures (excluding end of year encumbrances) for FY20, FY21 and FY22.
4. Description of Personnel and Non-personnel Budget Drivers that have impacted and shaped the FY24 Recommended Budget.

Superintendent’s FY24 Recommended Budget by Cost Center

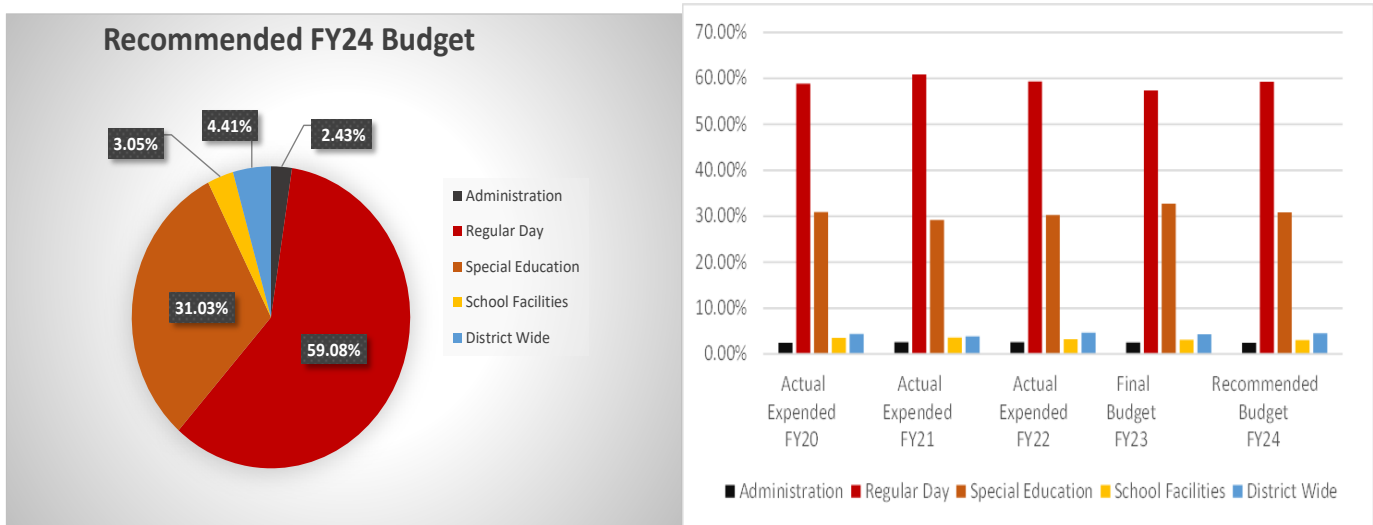
In comparison with actual expenditures (excluding end of year encumbrances) for FY20, FY21 and FY22, the table below provides the actual expenditures for FY20, FY21, FY22, the Appropriated FY23 Budget and the Superintendent’s FY24 Recommended Budget for each of the five Cost Centers: Administration, Regular Day, Special Education, School Facilities and Districtwide Programs, which includes Health Services, Athletics, Extracurricular Activities, and Technology. Please note that the actual expended amounts below reflect the combined total of expenditures and encumbrances reported at the close of each fiscal year. The table below also provides the percentage change between the Recommended FY24 Recommended Budget and the FY23 Appropriated Budget by Cost Center:

Summary of FY24 Recommended Budget by Cost Center Compared with Prior Fiscal Years:

| Cost Center | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|-------------------|----------------------|----------------------|----------------------|----------------------|-------------------------|-----------------------|
| Administration | \$ 1,116,630 | \$ 1,229,548 | \$ 1,268,745 | \$ 1,303,760 | \$ 1,311,157 | 0.57% |
| Regular Day | \$ 27,237,804 | \$ 28,965,873 | \$ 29,351,284 | \$ 29,705,173 | \$ 31,954,246 | 7.57% |
| Special Education | \$ 14,321,863 | \$ 13,895,188 | \$ 14,963,132 | \$ 16,931,141 | \$ 16,716,166 | -1.27% |
| School Facilities | \$ 1,608,219 | \$ 1,693,091 | \$ 1,601,689 | \$ 1,620,845 | \$ 1,644,782 | 1.48% |
| District Wide | \$ 2,021,650 | \$ 1,827,722 | \$ 2,308,084 | \$ 2,222,444 | \$ 2,380,272 | 7.10% |
| Total | \$ 46,306,166 | \$ 47,611,422 | \$ 49,492,935 | \$ 51,783,363 | \$ 54,006,623 | 4.29% |

The five Cost Centers named above were established by a vote of the School Committee. In accordance with that vote, during the current fiscal year, the administration is authorized to transfer funds within any cost center, however, the transfer of funds between cost centers must be obtained upon a majority vote of the School Committee through a recommendation at the time of the quarterly financial report presentations. The relative size of each cost center using actual expenditures for FY20 through FY22, the Appropriated FY23 budget and the FY24 Recommended Budget is illustrated in the tables on the page to follow:

Cost Center Percentage to Total Budgets and Expenditures:



Illustrated in the pie chart above, the percentage of each Cost Center to the total Superintendent’s FY24 Recommended Budget. For example, the chart reflects 59.08% of the FY24 Recommended Budget is allocated to Regular Day expenditures. The bar graph reflects the percentage of each Cost Center’s actual expenditures at the end of each fiscal year. FY20 through FY22, along with the FY23 Appropriated and FY24 Recommended budgets.

Financial and narrative overviews for each Cost Center are found in the section to follow including a description of changes within each Cost Center’s recommended personnel and non-personnel funding to meet all contractual and mandated obligations and to address investment priorities in the daily delivery of academic, social, emotional, health and extracurricular services to our students.

In the table below, personnel and non-personnel actual expenditures are reflected for FY20 through FY22, the FY23 Appropriated Budget and the FY24 Recommended Budget. Personnel budgets consist of professional salaries, clerical salaries, and other salaries and non-personnel budgets consist of contracted services, supplies and materials and other expenses categories. These categories are defined by the Department of Elementary and Secondary Education (DESE) with their chart of account, which are requirements for reporting expenditure data from school committee appropriations. More about DESE’s chart of accounts and criteria for financial reporting can be found [here](#):

FY24 Recommended Budget by Categories of Spending Compared with Prior Fiscal Years:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|-----------------------|----------------------|----------------------|----------------------|----------------------|-------------------------|-----------------------|
| Professional Salaries | \$ 32,380,249 | \$ 32,748,702 | \$ 34,671,832 | \$ 35,997,172 | \$ 39,878,042 | 10.78% |
| Clerical Salaries | \$ 917,050 | \$ 960,784 | \$ 978,417 | \$ 1,032,667 | \$ 1,050,750 | 1.75% |
| Other Salaries | \$ 4,273,723 | \$ 4,264,215 | \$ 4,572,511 | \$ 5,375,085 | \$ 4,559,472 | -15.17% |
| Contract Services | \$ 2,261,470 | \$ 2,184,659 | \$ 2,831,163 | \$ 2,831,354 | \$ 2,794,720 | -1.29% |
| Supplies & Materials | \$ 1,374,922 | \$ 1,953,258 | \$ 1,574,938 | \$ 963,940 | \$ 991,711 | 2.88% |
| Other Expenses | \$ 5,098,751 | \$ 5,499,804 | \$ 4,864,073 | \$ 5,583,145 | \$ 4,731,928 | -15.25% |
| Total | \$ 46,306,166 | \$ 47,611,422 | \$ 49,492,935 | \$ 51,783,363 | \$ 54,006,623 | 4.29% |

The table above reflects expenditures and budgets by category of spending established by DESE. The personnel related budget category consists of professional salaries, clerical salaries, and other salaries such as sick leave buy-back. The non-personnel budget category consists of contracted services, supplies and materials, and other expenses, such as equipment. In addition to contractual obligations and mandated services, spending trends and projected student needs were factored into the allocation of funds when developing the FY24 Recommended Budget. Reviewing per pupil instructional supplies by school is one of several data points the district uses to review allocation of funds.

Principals and School Secretaries were instrumental in identifying students’ projected needs:

Instructional Services, Materials, and Equipment Per Pupil Budget Allocation:

| Per Pupil Ratio of Instructional Supplies by School | | | | | | |
|---|----------------------------|----------------------------------|----------------|---------------------------|--------------------------------|----------------|
| | October 1, 2022 Enrollment | FY 23 Appropriated Instructional | FY23 Per Pupil | FY24 Projected Enrollment | FY24 Recommended Instructional | FY24 Per Pupil |
| Barrows | 356 | \$ 63,862 | \$ 179 | 354 | \$ 63,962 | \$ 181 |
| Birch Meadow | 358 | \$ 53,665 | \$ 150 | 365 | \$ 54,050 | \$ 148 |
| Eaton | 389 | \$ 62,741 | \$ 161 | 396 | \$ 63,365 | \$ 160 |
| Killam | 406 | \$ 61,195 | \$ 151 | 406 | \$ 61,240 | \$ 151 |
| Wood End | 246 | \$ 50,537 | \$ 205 | 234 | \$ 50,887 | \$ 217 |
| Coolidge | 429 | \$ 52,760 | \$ 123 | 408 | \$ 53,260 | \$ 131 |
| Parker | 464 | \$ 59,655 | \$ 129 | 457 | \$ 60,155 | \$ 132 |
| RMHS | 1,096 | \$ 174,645 | \$ 159 | 1,084 | \$ 198,895 | \$ 183 |
| Total | 3,744 | \$ 579,060 | \$ 155 | 3,704 | \$ 605,814 | \$ 127 |

Instructional services, materials, and equipment budgets for each school are outlined above with FY23 Actual and FY24 Projected Enrollment. Shifts in actual versus projected enrollment, unanticipated student needs, needs of substantially separate programs, economies of scale, stages of equipment renewal, specific school year needs, and

the level of prior year pre-purchases of instructional materials and equipment supported by district-wide end year savings can impact the funding amounts and ratios across schools and between fiscal years.

Administration Cost Center Summary

FY23 Appropriated Budget: \$1,303,760

FY24 Superintendent’s Recommended Budget: \$1,311,157

\$ Change: \$7,397.00

% Change: .57%

Primary Function: The Administration Cost Center includes the salaries and expenses for Central Office and some District-wide administration which includes the following primary functions: School Committee, Superintendent, Assistant Superintendent, Business and Finance, Human Resources, and District-wide Data and Information Management. The Administration cost center currently accounts for 2.43% of the total district budget. FTEs for this cost center are found in Appendix A.

Budget Detail by Administration Cost Center:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY 23 |
|---------------------------------|----------------------|----------------------|----------------------|---------------------|-------------------------|------------------------|
| Administration | \$ 1,116,630 | \$ 1,229,548 | \$ 1,268,745 | \$ 1,303,760 | \$ 1,311,157 | 0.57% |
| Professional Salaries | \$ 627,466 | \$ 675,526 | \$ 684,427 | \$ 676,407 | \$ 707,915 | 4.66% |
| Administrator | \$ 507,971 | \$ 518,082 | \$ 521,702 | \$ 509,850 | \$ 526,748 | 3.31% |
| Director | \$ 78,693 | \$ 68,077 | \$ 116,769 | \$ 123,600 | \$ 137,350 | 11.12% |
| Employee Benefits | \$ - | \$ 48,027 | \$ 2,462 | \$ - | \$ - | - |
| Manager | \$ 40,802 | \$ 41,340 | \$ 43,494 | \$ 42,957 | \$ 43,817 | 2.00% |
| Clerical Salaries | \$ 278,807 | \$ 333,726 | \$ 330,145 | \$ 361,443 | \$ 357,167 | -1.18% |
| Administrative Assistant | \$ 290,401 | \$ 330,471 | \$ 352,390 | \$ 386,443 | \$ 401,873 | 3.99% |
| Employee Benefits | \$ 3,407 | \$ 3,255 | \$ 2,755 | \$ - | \$ - | - |
| Revolving Fund Support | \$ (15,000) | \$ - | \$ (25,000) | \$ (25,000) | \$ (44,706) | 78.82% |
| Contract Services | \$ 90,100 | \$ 97,244 | \$ 96,827 | \$ 99,000 | \$ 91,715 | -7.36% |
| Consulting Services | \$ 11,500 | \$ 20,500 | \$ 28,000 | \$ 12,000 | \$ 8,000 | -33.33% |
| Labor Counsel | \$ 32,647 | \$ 32,264 | \$ 18,594 | \$ 33,500 | \$ 36,515 | 9.00% |
| Telecommunications | \$ 45,953 | \$ 44,480 | \$ 50,233 | \$ 53,500 | \$ 47,200 | -11.78% |
| Supplies & Materials | \$ 3,477 | \$ 3,178 | \$ 2,922 | \$ 4,700 | \$ 4,700 | 0.00% |
| Office | \$ 3,477 | \$ 3,156 | \$ 2,678 | \$ 4,700 | \$ 4,700 | 0.00% |
| Professional Development | \$ - | \$ 22 | \$ 244 | \$ - | \$ - | - |
| Other Expenses | \$ 116,780 | \$ 119,874 | \$ 154,425 | \$ 162,210 | \$ 149,660 | -7.74% |
| Advertising | \$ 505 | \$ 1,465 | \$ 3,617 | \$ 5,550 | \$ 4,550 | -18.02% |
| Awards | \$ 836 | \$ - | \$ 3,973 | \$ 600 | \$ 600 | 0.00% |
| Dues & Memberships | \$ 16,374 | \$ 15,056 | \$ 16,293 | \$ 20,500 | \$ 20,500 | 0.00% |
| Employee Benefits | \$ 26,250 | \$ 27,125 | \$ 28,175 | \$ 30,000 | \$ 35,000 | 16.67% |
| Equipment | \$ 5,872 | \$ 5,891 | \$ 21,184 | \$ 9,000 | \$ 9,450 | 5.00% |
| Furnishings | \$ - | \$ - | \$ 12,716 | \$ - | \$ - | - |
| Hiring and Recruiting | \$ 33,128 | \$ 36,755 | \$ 30,024 | \$ 42,000 | \$ 17,000 | -59.52% |
| Postage | \$ 4,336 | \$ 2,927 | \$ 2,765 | \$ 3,560 | \$ 3,560 | 0.00% |
| Professional Development | \$ 8,902 | \$ 8,842 | \$ 13,614 | \$ 25,800 | \$ 25,800 | 0.00% |
| Publications | \$ - | \$ - | \$ - | \$ - | \$ 8,000 | 100.00% |
| Software Licensing & Support | \$ 20,578 | \$ 21,812 | \$ 21,636 | \$ 23,500 | \$ 23,500 | 0.00% |
| Travel | \$ - | \$ - | \$ 427 | \$ 1,700 | \$ 1,700 | 0.00% |
| Total | \$ 1,116,630 | \$ 1,229,548 | \$ 1,268,745 | \$ 1,303,760 | \$ 1,311,157 | 0.57% |

Administration Budget Drivers:

The changes between the FY24 Recommended and FY23 Appropriated budgets are summarized below by personnel and non-personnel categories:

Personnel -Salary differences in the FY24 Recommended Budget reflects staffing exchange, step, degree changes, and the cost-of-living salary increase in compliance with employment contracts and bargaining unit agreements approved by the School Committee. The FY24 Administrative Personnel budget also reflects the new Offset for School Choice Funding totaling \$45,000, which is generated on School Choice Students enrolled in the 2022-2023 school year. The funds “earned” in FY23 will be allocated to support Districtwide Regular Day and Special Education and Student Services. For the purposes of budgeting FY24, the offset for School Choice Funds is resting within the Administration budget. Lastly, an increase in Employee Benefits, specifically the participation in TSAs (Tax Sheltered Annuities) has been increased to better align with trending costs. Decreases in the personnel budget are reflected in the Employee Physicals line item, as the district shifts its requirement to job-related employees. In addition, the Advertising line item has been decreased to reflect actual spending trends and anticipated needs. Hiring and Recruiting Expenses have decreased in FY24 following the boost in investments made in FY22 and FY23 and due to a reduction of \$20,000 generated by refining the requirement for new employee physical examinations.

Non-personnel – Due to a 9% increase in legal fees, the Labor Counsel line item has increased. Also, the district will allocate funding to publish an annual Community Report to share the work of the Reading Public Schools with our residents. Students will be involved in the development, design, and production of this new annual report. Offsetting this increase are reductions in Consulting Services, specifically auditing fees, for Student Activity Account Audits will be conducted through an internal process in alignment with DESE guidelines. Telecommunication services have also been reduced due to shifts in service. better aligns the budget with trending usage and costs. The redeployment of existing resources to expand our efforts in recruiting a diverse workforce is also reflected above. Reading Public Schools is committed to recruiting a diverse and high performing workforce.

Regular Day Cost Center Summary

FY23 Appropriated Budget: \$29,705,173

FY24 Superintendent’s Recommended Budget: \$31,954,246

\$ Change: \$2,249,073

% Change:7.57%

Primary Function: The Regular Day Cost Center encompasses all personnel and non-personnel expenses related to delivering core, general education instructional programs to our students. Personnel costs for school principals, instructional and support staff, as well as non-personnel costs related to curriculum materials; professional development; instructional materials, supplies, and equipment; instructional technology; library materials and technology; and other instructional services are captured in this Cost Center budget. The Regular Day Cost Center budget accounts for 59.08% of the total Superintendent’s FY23 Recommended Budget. FTEs for this cost center are found in Appendix A. FY24 Recommended Budget detail for Regular Education follows below:

Budget Detail by Regular Day Cost Center:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|-----------------------------------|----------------------|----------------------|----------------------|----------------------|-------------------------|-----------------------|
| Regular Day | \$ 27,237,804 | \$ 28,965,873 | \$ 29,351,284 | \$ 29,705,173 | \$ 31,954,246 | 7.57% |
| Professional Salaries | \$ 23,711,443 | \$ 24,034,487 | \$ 25,095,447 | \$ 26,344,061 | \$ 28,517,342 | 8.25% |
| Assistant Principal | \$ 488,479 | \$ 477,476 | \$ 499,142 | \$ 508,014 | \$ 1,151,978 | 126.76% |
| Department Head Stipends/Salaries | \$ 346,219 | \$ 335,857 | \$ 397,158 | \$ 408,160 | \$ 442,178 | 8.33% |
| Employee Benefits | \$ 10,500 | \$ 56,933 | \$ 29,583 | \$ 41,800 | \$ 39,850 | -4.67% |
| Guidance | \$ 388,492 | \$ 403,727 | \$ 430,408 | \$ 507,708 | \$ 556,736 | 9.66% |
| Instructional Specialist | \$ 238,428 | \$ 240,344 | \$ 172,882 | \$ 286,796 | \$ 471,778 | 64.50% |
| Library | \$ 638,574 | \$ 628,255 | \$ 654,748 | \$ 683,219 | \$ 706,776 | 3.45% |
| Principal | \$ 995,729 | \$ 1,028,927 | \$ 1,042,233 | \$ 1,081,635 | \$ 1,076,259 | -0.50% |
| Psychologist | \$ 921,954 | \$ 974,404 | \$ 900,044 | \$ 1,249,052 | \$ 1,486,448 | 24.21% |
| Reading | \$ 611,771 | \$ 626,099 | \$ 650,615 | \$ 654,936 | \$ 675,878 | 3.20% |
| Revolving Fund Support | \$ (800,000) | \$ (1,050,000) | \$ (893,956) | \$ (1,100,000) | \$ (600,000) | -45.45% |
| State Grant Support | \$ (70,000) | \$ (70,000) | \$ - | \$ - | \$ - | - |
| Stipends | \$ 232,719 | \$ 203,187 | \$ 208,095 | \$ 255,600 | \$ 278,400 | 8.92% |
| Substitutes | \$ 92,323 | \$ 110,953 | \$ 83,730 | \$ - | \$ - | - |
| Teacher | \$ 19,310,787 | \$ 19,753,323 | \$ 20,592,159 | \$ 21,431,779 | \$ 21,873,850 | 2.06% |
| Technology Integration | \$ 305,467 | \$ 315,002 | \$ 328,605 | \$ 335,362 | \$ 357,211 | 6.52% |
| Clerical Salaries | \$ 470,796 | \$ 456,161 | \$ 480,959 | \$ 489,970 | \$ 504,652 | 3.00% |
| Employee Benefits | \$ 14,348 | \$ - | \$ - | \$ 4,500 | \$ 4,500 | 0.00% |
| Secretary | \$ 456,448 | \$ 456,161 | \$ 480,959 | \$ 485,470 | \$ 500,152 | 3.02% |
| Other Salaries | \$ 860,284 | \$ 816,652 | \$ 1,022,116 | \$ 1,260,888 | \$ 1,285,665 | 1.97% |
| Employee Benefits | \$ - | \$ 35 | \$ - | \$ - | \$ - | - |
| Paraprofessional | \$ 718,403 | \$ 768,312 | \$ 768,282 | \$ 863,688 | \$ 888,465 | 2.87% |
| Substitutes | \$ 141,881 | \$ 48,304 | \$ 253,835 | \$ 397,200 | \$ 397,200 | 0.00% |
| Contract Services | \$ 116,993 | \$ 138,979 | \$ 328,287 | \$ 273,000 | \$ 268,000 | -1.83% |
| Instructional Services | \$ 681 | \$ 3,200 | \$ 147,908 | \$ 65,000 | \$ 60,000 | -7.69% |
| Transportation | \$ 116,312 | \$ 135,779 | \$ 174,542 | \$ 208,000 | \$ 208,000 | 0.00% |
| Tutoring Services | \$ - | \$ - | \$ 5,837 | \$ - | \$ - | - |
| Supplies & Materials | \$ 871,509 | \$ 1,476,285 | \$ 1,257,953 | \$ 736,008 | \$ 761,721 | 3.49% |
| Art | \$ 36,568 | \$ 22,132 | \$ 30,597 | \$ 24,724 | \$ 24,724 | 0.00% |
| Business | \$ - | \$ - | \$ 75 | \$ 1,500 | \$ 1,500 | 0.00% |
| Curriculum, Elementary | \$ 120,827 | \$ 620,156 | \$ 638,193 | \$ 63,000 | \$ 63,000 | 0.00% |
| Curriculum, High School | \$ 98,269 | \$ 168,483 | \$ 66 | \$ 77,100 | \$ 77,100 | 0.00% |
| Curriculum, Middle School | \$ 60,837 | \$ 8,254 | \$ 8,629 | \$ 45,400 | \$ 45,400 | 0.00% |
| Drama | \$ - | \$ - | \$ 291 | \$ - | \$ - | - |
| English Language Arts | \$ 29,111 | \$ 63,218 | \$ 26,458 | \$ 28,500 | \$ 28,500 | 0.00% |
| Equipment | \$ 351 | \$ 1,476 | \$ - | \$ - | \$ - | - |
| Foreign Language | \$ 1,986 | \$ 12,172 | \$ 10,753 | \$ 12,953 | \$ 12,953 | 0.00% |
| Furnishings | \$ 27,574 | \$ 77,268 | \$ 123,423 | \$ 8,750 | \$ 8,750 | 0.00% |
| Guidance | \$ 900 | \$ 327 | \$ 421 | \$ 1,000 | \$ 15,000 | 1400.00% |
| Kindergarten | \$ 1,935 | \$ 696 | \$ 956 | \$ 300 | \$ 300 | 0.00% |
| Library | \$ 10,009 | \$ 15,369 | \$ 11,651 | \$ 10,702 | \$ 13,150 | 22.87% |
| Library Technology | \$ - | \$ 298 | \$ - | \$ 1,000 | \$ 1,000 | 0.00% |
| Math | \$ 63,852 | \$ 16,636 | \$ 16,396 | \$ 18,350 | \$ 18,350 | 0.00% |
| Office | \$ 13,735 | \$ 11,361 | \$ 16,167 | \$ 14,245 | \$ 14,245 | 0.00% |
| Other | \$ 49,393 | \$ 95,248 | \$ 41,144 | \$ 38,764 | \$ 38,337 | -1.10% |

Regular Day Cost Center, continued:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|------------------------------|----------------------|----------------------|----------------------|----------------------|-------------------------|-----------------------|
| Paper | \$ 29,956 | \$ 20,032 | \$ 33,344 | \$ 35,500 | \$ 35,500 | 0.00% |
| Performing Arts | \$ 8,807 | \$ 31,677 | \$ 11,463 | \$ 12,250 | \$ 12,250 | 0.00% |
| Peripherals | \$ - | \$ 898 | \$ - | \$ - | \$ - | - |
| Physical Education | \$ 8,242 | \$ 60,337 | \$ 21,608 | \$ 9,050 | \$ 9,050 | 0.00% |
| Printer | \$ 12,607 | \$ 9,664 | \$ 14,071 | \$ 19,850 | \$ 19,850 | 0.00% |
| Professional Development | \$ 1,085 | \$ 60 | \$ 744 | \$ 5,600 | \$ 5,350 | -4.46% |
| Psychology | \$ - | \$ - | \$ - | \$ 460 | \$ 460 | 0.00% |
| Reading | \$ 23,660 | \$ 39,286 | \$ 16,316 | \$ 16,100 | \$ 16,100 | 0.00% |
| Science | \$ 70,187 | \$ 34,010 | \$ 21,501 | \$ 68,397 | \$ 68,397 | 0.00% |
| Social Studies | \$ 3,345 | \$ 3,554 | \$ 9,549 | \$ 8,900 | \$ 8,900 | 0.00% |
| Software | \$ 70,909 | \$ 67,133 | \$ 154,478 | \$ 149,108 | \$ 159,050 | 6.67% |
| Teacher Resources | \$ 3,327 | \$ 9,000 | \$ 2,508 | \$ 7,700 | \$ 7,700 | 0.00% |
| Teacher Supplies | \$ 24,490 | \$ 37,674 | \$ 40,373 | \$ 17,375 | \$ 17,375 | 0.00% |
| Technology | \$ 88,332 | \$ 48,241 | \$ 4,211 | \$ 27,780 | \$ 27,780 | 0.00% |
| Testing | \$ 505 | \$ 360 | \$ 338 | \$ 1,850 | \$ 1,850 | 0.00% |
| Workbooks & Consumables | \$ 10,711 | \$ 1,261 | \$ 2,231 | \$ 9,800 | \$ 9,800 | 0.00% |
| Other Expenses | \$ 1,206,780 | \$ 2,043,310 | \$ 1,166,522 | \$ 601,246 | \$ 616,866 | 2.60% |
| COVID19 Expenses | \$ 499,103 | \$ 275 | \$ - | \$ - | \$ - | - |
| Dues & Memberships | \$ 10,589 | \$ 17,414 | \$ 20,141 | \$ 12,659 | \$ 12,450 | -1.65% |
| Equipment | \$ 69,070 | \$ 61,791 | \$ 72,117 | \$ 82,900 | \$ 91,520 | 10.40% |
| Field Trip Travel | \$ - | \$ - | \$ 76 | \$ 500 | \$ 500 | 0.00% |
| Graduation | \$ 9,428 | \$ 17,717 | \$ 8,522 | \$ 8,000 | \$ 10,000 | 25.00% |
| Instructional Services | \$ 1,389 | \$ 21,221 | \$ 3,898 | \$ 4,500 | \$ 9,500 | 111.11% |
| Other | \$ 524 | \$ 422 | \$ 711 | \$ 1,000 | \$ 1,000 | 0.00% |
| Professional Development | \$ 200,217 | \$ 145,541 | \$ 159,091 | \$ 234,504 | \$ 234,713 | 0.09% |
| Software Licensing & Support | \$ 72,802 | \$ 110,572 | \$ 117,907 | \$ 90,000 | \$ 90,000 | 0.00% |
| Technology | \$ 342,312 | \$ 1,668,357 | \$ 734,050 | \$ 136,183 | \$ 136,183 | 0.00% |
| Travel | \$ 1,347 | \$ - | \$ - | \$ 1,000 | \$ 1,000 | 0.00% |
| Tuition - Out of District | \$ - | \$ - | \$ 40,460 | \$ 30,000 | \$ 30,000 | 0.00% |
| Virtual School Tuition | \$ - | \$ - | \$ 9,550 | \$ - | \$ - | - |
| Total | \$ 27,237,804 | \$ 28,965,873 | \$ 29,351,284 | \$ 29,705,173 | \$ 31,954,246 | 7.57% |

Regular Day Budget Drivers:

The changes between the FY24 Recommended and FY23 Appropriated budgets are summarized below by personnel and non-personnel categories:

Personnel - Salary differences in the FY24 Recommended Budget reflects staffing exchange, step, degree changes, and the cost-of-living salary increase in compliance with employment contracts and bargaining unit agreements approved by the School Committee. Also considered in the Personnel budget are increases related to retirements. Increases reflected within Budget Priorities described in the prior sections make up the personnel cost increases in the Regular Day Cost Center:

Personnel Budget Priorities:

- 5.0 FTE Elementary School Assistant Principals
- Full-Day Kindergarten Reduction of Fee and Adoption into Operating Fund (fee reduced from \$3,600 to \$2,650)
- 2.0 FTE K-8 Math Coaches
- 1.5 FTE Multi-Language Learner Teachers
- FTE Middle School Adjustment Counselor/METCO Coordinator (cost shared between operating budget and METCO Grant)
- RMHS METCO Coordinator (1.0 FTE funded entirely by METCO Grant)
- Portion of ESSER Funded Positions (1.0 FTE Coolidge Special Education Teacher, 2.0 FTE Counseling/Guidance Staff, 3.0 FTE Team Chairs)
- Mentoring Stipends for Second Year Teachers' Program
- Curriculum Content Cycle Stipends

Non-personnel – The Regular Day budget reflects a slight shifting of resources to maximizing existing funds in support of our budget investments, including the support of Project Wayfinder, the expansion of the Biliteracy Certification, and the assessment of Social Emotional Learning programs for implementation in FY25. In addition to supporting new needs, some existing services and materials/equipment are projected to increase, including translation services, a new 3-year photocopier contract, curriculum software licenses, library books, and graduation expenses.

Defined within the prior section and summarized below are the following non personnel budget priorities in Regular Day:

Non-personnel Budget Priorities:

- Project Wayfinder Curriculum
- Seal of Biliteracy Certification
- Social Emotional Learning (SEL) Curriculum

Special Education Cost Center Summary

FY23 Appropriated Budget: \$16,931,141

FY24 Superintendent's Recommended Budget: \$16,716,166

\$ Change:(\$214,975)

% Change: (1.27%)

Primary Function: The Special Education Cost Center encompasses all personnel and non-personnel expenses necessary to deliver special education and related services to students in our school community. As mandated by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Act, we strive to provide programs and services to allow our students with disabilities to be educated in the least restrictive environment that enables them to make effective progress. FTEs for this cost center are found in Appendix A. In FY24, the Special Education Cost Centers makes up 31.03% of the Superintendent's FY24 Recommended Budget.

Budget Detail by Special Education Cost Center:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|---------------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------------|------------------------------|
| Special Education | \$ 14,321,863 | \$ 13,895,188 | \$ 14,963,132 | \$ 16,931,141 | \$ 16,716,166 | -1.27% |
| Professional Salaries | \$ 7,100,261 | \$ 7,189,533 | \$ 7,827,486 | \$ 7,931,713 | \$ 9,491,998 | 19.67% |
| Administrator | \$ 61,954 | \$ 77,849 | \$ 111,251 | \$ 112,004 | \$ 121,850 | 8.79% |
| Director | \$ 251,791 | \$ 269,181 | \$ 258,545 | \$ 274,072 | \$ 280,948 | 2.51% |
| Employee Benefits | \$ 1,950 | \$ 1,950 | \$ 16,558 | \$ 1,100 | \$ 1,100 | 0.00% |
| Extended Year Services | \$ 122,864 | \$ 126,403 | \$ 140,294 | \$ 136,000 | \$ 140,896 | 3.60% |
| Manager | \$ 26,099 | \$ 34,269 | \$ 36,284 | \$ 26,184 | \$ 37,858 | 44.58% |
| Nurse | \$ 1,934 | \$ - | \$ 203 | \$ 4,000 | \$ 4,000 | 0.00% |
| Occupational Therapist | \$ 287,203 | \$ 315,833 | \$ 326,100 | \$ 324,278 | \$ 343,626 | 5.97% |
| Physical Therapist | \$ 133,624 | \$ 150,357 | \$ 154,450 | \$ 158,150 | \$ 162,222 | 2.57% |
| Psychologist | \$ 461,160 | \$ 489,893 | \$ 524,501 | \$ 621,814 | \$ 620,532 | -0.21% |
| Physical Therapist | \$ (0) | \$ - | \$ - | \$ - | \$ - | - |
| Revolving Fund Support | \$ (280,000) | \$ (370,000) | \$ (376,985) | \$ (400,000) | \$ (400,000) | 0.00% |
| Special Education Teacher | \$ 4,486,205 | \$ 4,599,141 | \$ 4,828,588 | \$ 4,934,713 | \$ 6,122,301 | 24.07% |
| Speech Therapist | \$ 800,981 | \$ 811,309 | \$ 876,353 | \$ 905,578 | \$ 886,798 | -2.07% |
| Substitutes | \$ 61,067 | \$ 23,812 | \$ 92,955 | \$ - | \$ - | - |
| Team Chair | \$ 683,428 | \$ 659,536 | \$ 838,389 | \$ 833,820 | \$ 1,169,867 | 40.30% |
| Clerical Salaries | \$ 100,400 | \$ 102,856 | \$ 96,626 | \$ 110,382 | \$ 113,936 | 3.22% |
| Employee Benefits | \$ - | \$ 3,415 | \$ - | \$ - | \$ - | - |
| Secretary | \$ 100,400 | \$ 99,441 | \$ 96,626 | \$ 110,382 | \$ 113,936 | 3.22% |
| Other Salaries | \$ 2,117,487 | \$ 2,056,991 | \$ 2,201,996 | \$ 2,661,184 | \$ 1,783,996 | -32.96% |
| Employee Benefits | \$ 339 | \$ 987 | \$ 1,267 | \$ - | \$ - | - |
| Extended Year Services | \$ 49,807 | \$ 18,884 | \$ 43,096 | \$ 42,753 | \$ 43,822 | 2.50% |
| Paraprofessional | \$ 2,064,737 | \$ 2,033,760 | \$ 2,152,504 | \$ 2,618,431 | \$ 1,740,174 | -33.54% |
| Substitutes | \$ 2,604 | \$ 3,361 | \$ 5,128 | \$ - | \$ - | - |
| Contract Services | \$ 1,361,274 | \$ 1,384,094 | \$ 1,473,081 | \$ 1,539,891 | \$ 1,491,825 | -3.12% |
| Districtwide Leadership | \$ 55,359 | \$ 61,863 | \$ 85,581 | \$ 68,250 | \$ 68,250 | 0.00% |
| Field Trip Travel | \$ - | \$ 1,777 | \$ - | \$ 1,500 | \$ 1,500 | 0.00% |
| Instructional Services | \$ - | \$ 29,440 | \$ - | \$ - | \$ - | - |
| Legal Services | \$ 83,695 | \$ 110,479 | \$ 54,431 | \$ 130,000 | \$ 115,000 | -11.54% |
| Other Instructional Services | \$ 6,220 | \$ 8,622 | \$ 16,305 | \$ 8,000 | \$ 10,000 | 25.00% |
| Psychological Services | \$ 1,500 | \$ - | \$ 3,691 | \$ 8,500 | \$ 8,500 | 0.00% |
| Pupil Transportation | \$ 1,000,390 | \$ 941,304 | \$ 1,057,417 | \$ 1,031,141 | \$ 1,062,075 | 3.00% |
| Testing & Assessment | \$ 16,696 | \$ - | \$ 5,192 | \$ 6,500 | \$ 6,500 | 0.00% |
| Therapeutic Services | \$ 197,414 | \$ 230,609 | \$ 250,465 | \$ 286,000 | \$ 220,000 | -23.08% |
| Supplies & Materials | \$ 67,467 | \$ 141,516 | \$ 83,139 | \$ 52,482 | \$ 53,209 | 1.38% |
| Equipment | \$ 299 | \$ - | \$ - | \$ - | \$ - | - |
| Furnishings | \$ 100 | \$ - | \$ - | \$ 234 | \$ - | -100.00% |
| General Supplies | \$ 2,957 | \$ 1,270 | \$ 429 | \$ 1,000 | \$ 1,000 | 0.00% |
| Instructional Equipment | \$ - | \$ - | \$ 229 | \$ 200 | \$ 550 | 175.00% |
| Office | \$ - | \$ - | \$ - | \$ 1,000 | \$ 1,000 | 0.00% |
| Other | \$ 378 | \$ 187 | \$ 1,060 | \$ 1,073 | \$ 1,500 | 39.74% |
| Postage | \$ 1,844 | \$ 211 | \$ 116 | \$ 1,816 | \$ 2,350 | 29.38% |
| Software | \$ 307 | \$ 2,043 | \$ 348 | \$ - | \$ - | - |
| Special Education | \$ 21,468 | \$ 51,307 | \$ 57,456 | \$ 18,395 | \$ 18,245 | -0.82% |
| Testing | \$ 40,113 | \$ 86,499 | \$ 23,501 | \$ 28,764 | \$ 28,564 | -0.70% |

Special Education Cost Center, continued:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|----------------------------------|----------------------|----------------------|----------------------|----------------------|-------------------------|-----------------------|
| Other Expenses | \$ 3,574,975 | \$ 3,020,198 | \$ 3,280,805 | \$ 4,635,489 | \$ 3,781,202 | -19.83% |
| Advertising | \$ 256 | \$ - | \$ - | \$ - | \$ - | - |
| COVID19 Expenses | \$ - | \$ 270 | \$ - | \$ - | \$ - | - |
| Dues & Memberships | \$ 2,145 | \$ 845 | \$ 3,630 | \$ 2,500 | \$ 2,500 | 0.00% |
| Equipment | \$ 1,174 | \$ 1,163 | \$ 50,951 | \$ 4,200 | \$ 4,410 | 5.00% |
| Instructional Equipment | \$ 2,493 | \$ 3,339 | \$ 3,569 | \$ - | \$ - | - |
| Instructional Technology | \$ 23,922 | \$ 120,239 | \$ 2,531 | \$ 5,000 | \$ 5,000 | 0.00% |
| Other Fixed Charges | \$ 24,500 | \$ 21,000 | \$ 29,970 | \$ 23,000 | \$ 23,000 | 0.00% |
| Postage | \$ 318 | \$ 569 | \$ 118 | \$ 500 | \$ 500 | 0.00% |
| Professional Development | \$ 9,677 | \$ 17,346 | \$ 12,312 | \$ 11,300 | \$ 11,000 | -2.65% |
| Pupil Transportation | \$ 1,347 | \$ 1,793 | \$ 11,680 | \$ 16,630 | \$ 16,630 | 0.00% |
| Software Licensing & Support | \$ 36,796 | \$ 31,498 | \$ 36,349 | \$ 39,000 | \$ 39,000 | 0.00% |
| Therapeutic & Adaptive Equipment | \$ 15,604 | \$ 3,567 | \$ 1,151 | \$ 12,000 | \$ 12,000 | 0.00% |
| Travel | \$ 1,224 | \$ - | \$ 709 | \$ 2,500 | \$ 2,500 | 0.00% |
| Tuition - Out of District | \$ 3,455,518 | \$ 2,818,568 | \$ 3,127,835 | \$ 4,518,859 | \$ 3,664,662 | -18.90% |
| Total | \$ 14,321,863 | \$ 13,895,188 | \$ 14,963,132 | \$ 16,931,141 | \$ 16,716,166 | -1.27% |

Special Education Budget Drivers:

The changes between the FY24 Recommended and FY23 Appropriated budgets are summarized below by personnel and non-personnel categories:

Personnel - Salary differences in the FY24 Recommended Budgets reflects staffing exchange, step, degree changes, and the cost-of-living salary increase in compliance with employment contracts and bargaining unit agreements approved by the School Committee. Also considered in the Personnel budget are increases related to retirements.

Other changes within the Special Education Personnel Budget includes the shift of grant funded positions. By removing ten Special Education Licensed Teachers funded through the Special Education 240 Grant and replacing those positions with paraprofessionals, the district saved nearly \$80,000 in annual Massachusetts Teacher Retirement (MTRS) expenses for use toward supporting other needs. The 24% increase in the teacher budget line and the (34%) reduction in the Paraprofessional budget line reflects this shift. Another notable change in the Special Education Personnel Budget is the first of a two-year adoption of positions previously funded through the ESSER grant. Those positions include a Middle School Special Education teacher and Special Education Team Chairs. Budget Priorities described the prior sections also accounts for the increases in the Special Education Personnel budget:

Personnel Budget Priorities:

- FTE Special Education Learning Center Teacher for Joshua Eaton Elementary School
- FTE Secondary Transition Specialist
- FTE Board Certified Behavior Analyst (BCBA) for E.M.B.A.R.C/S.O.A.R. Programs for Districtwide Services
- 0.4 FTE Team Chair increase for R.I.S.E.
- Team Chair/ Special Education Literacy Coach Stipends to Provide Program Coordination, which are funded through the 240 Grant

Lastly, also reflected in the Special Education Personnel budget are shifts in funding to align with spending trends and needs. For example, additional funds have been allocated to the Special Education Coordinators for the Extended School Year program, which operates out of two locations for five weeks during the summer and requires considerable planning and supervision.

Non-Personnel - The Special Education Non-personnel budget reflects some shifting of funds to align funding with anticipated spending, such as the increase to support out-of-district transportation costs which are expected to increase by \$30,934 or 3%. Of special note are the reductions in Contracted Services, which reflects the expected termination of an out of district contract with the P.O.S.T. program upon the graduation of the one student enrolled, and the redeployment of Special Education tuition out of district services. The reduction of this service is offset by an anticipated increase in other contracted direct services to students.

The district's leadership team carefully examined the past practices for budgeting for Special Education placements. The practice has been to ensure that within each fiscal year's appropriation funding for tuition is sufficient to cover all current and anticipated costs and be responsive to address the unpredictable nature of this need for service. The district has prudently and thoughtfully budgeted for each student enrolled in out of district placements at the tuition rate expected. In the FY24 Recommended Budget, the tuition rates were budgeted at a 5% increase for Collaborative and Residential placements and while Private Day placements increased by 14%, which totaled an overall tuition fee rate increase of \$458,941 over FY23. Tuition for out of district private day tuition fees are set by the Commonwealth's Operational Services Division, formerly the Rate Setting Commission. Funds are also earmarked for students who are being considered for or who may need an out of district placement, which totals \$533,890 in FY24. Additionally, funds equivalent to two unassigned out of district placement tuitions totaling \$220,000 have been budgeted to be responsive to unanticipated needs of enrolled or new students. Lastly, an ongoing annual prepayment of tuition totaling \$982,000 is factored into the budget. With these careful budgeting practices for tuition, the district is reasonably protected from unanticipated out of district expenditures. At the end of each year, the unspent tuition funds are reallocated for a one-time support of other needs with the district, such as the purchase of classroom computers, added to the Special Education Tuition prepayment, and turned back to Free Cash.

Conservative budgeting and thoughtful spending combined within a projected decrease in out of district enrollment of students has allowed the district to meet the current and unanticipated needs for out of district services and redeploy funds to support Tier 1 and 2 services districtwide. The projected decrease in placements, some of which were unanticipated, is due to several reasons including graduating from and aging out of placements, changing placements, terminated contracted placements, returning to the district, or moving out of the Reading community. The Tier 1 and Tier 2 services where funds have been redeployed in the FY24 Recommended Budget include K-8 Math Coaches, Secondary Transition Coordinator, K-12 BCBA, increase in hours and stipends for Team Chairs, Middle School Adjustment Counselor, Learning Center Teaching at Joshua Eaton, and the first of the two-year process to absorb the salaries of a Special Education Teacher, Counselors, and Team Chairs previously funded through ESSER. Investing in instruction and student support versus one-time spending at the end of each year, will lead to higher outcomes in students' academic achievement, fewer students requiring specialized services, and more students shifting off IEPs.

Special Education Program and Learning Center Descriptions

Much of the special education in-district budget funds the salaries of the special education teaching and support staff, as well as related services, which includes our in-district special education programs and learning centers as determined by Individual Education Plans (IEPs). Each school offers a variety of special education and related services to meet the individual needs of students. Additionally, to provide a continuum of special education and related services, Reading Public Schools offers several specialized programs which are described below:

R.I.S.E. Preschool Program: Reading, Integrated School Experience: The R.I.S.E. program serves children ages three and four, including those turning five during the school year, who have mild, moderate as well as intensive special education needs. Educators support students early learning by providing education and/or specialized services to support individual learning needs. Reading Public Schools provide early learning experiences in the least restrictive environment, which usually includes placement with typical peers. Children with and without disabilities are provided early learning opportunities to support language, literacy, social/emotional, and physical development, while exploring rich content to develop children's natural curiosity in mathematics and science. Rich content and hands-on learning experiences are aligned with the Massachusetts Curriculum Frameworks and Early Learning Standards. R.I.S.E. is currently located at Killam, Wood End, and RMHS.

S.A.I.L.-Strategies to Support Academics, Independence, and Life Skills: The S.A.I.L. program provides identified students with specialized and skills-based instruction through a modified curriculum primarily in English Language Arts and math, as identified by individual student IEPs. Students are provided with inclusive opportunities as indicated in their IEP. Students in the S.A.I.L. program benefit from direct and repeated instruction with academic, life, social, and communication skill development. S.A.I.L. is located at Wood End, Coolidge, and RMHS.

S.O.A.R.: Social Skills Organizational Skills Academics in Real World Situations: The S.O.A.R. program supports identified students with needs relative to social skill acquisition and application, as well as the use of social language. Students in the S.O.A.R. program benefit from support to independently engage in group work/play and reciprocal conversations, convey thoughts and opinions, and understand nonverbal communication. The program provides a continuum of support to develop students' language needs which could include the use of alternative and augmentative communication. Academically and behaviorally students may present with grade-level skills or may require modifications of the academic curriculum and/or setting. S.O.A.R. is located at Birch Meadow, Coolidge, and RMHS.

E.M.B.A.R.C.: Education Meaningful Inclusion, Becoming Independent, Advocacy, Relaxation, and Leisure Activities Community Integration: The E.M.B.A.R.C. program is the middle and high school continuum of the S.A.I.L. and S.O.A.R. programs which serve students primarily within substantially separate settings in the areas of functional academic, life, social, job and communication skill development. The students in the E.M.B.A.R.C. program requires highly individualized, consistent, and intensive special education and related service with strong focus on transitional skills, activities of daily living, safety skills, and community access to generalize skills taught in the classroom. E.M.B.A.R.C. is located at Coolidge and RMHS.

R.E.A.C.H.: Resiliency, Executive Functioning, Academics, Coping Strategies, Habits of Mind: The R.E.A.C.H. program is a comprehensive educational program for students with significant emotional, behavioral challenges and for some students, co-existing learning disabilities. There is a focus of building relationships based on empathy, trust, and mutual respect. R.E.A.C.H. is designed to meet both the shared and unique

needs of the students targeting age-appropriate academic, behavioral, and social development through a foundational approach grounded in a positive behavioral support philosophy. Students require intensive, direct, specialized instruction throughout the school day. The students are provided varied opportunities to demonstrate their talents to build upon strengths and foster a sense of competence, and embedded robust clinical, behavioral, and therapeutic supports. For the 23-24 school year schools the program is located at Barrows, Grade 8 at Coolidge, Grades 6 and 7 at Parker, and RMHS.

L.E.A.D.: Language, Executive Functioning, Academics, Determination: L.E.A.D. is a comprehensive educational program for students with dyslexia and/or significant language-based learning disabilities. The students require a multi-sensory approach to support their reading, writing, listening, speaking and organizational skills. Students require intensive, direct, specialized instruction throughout the school day grounded in language-based methodologies. The students are provided varied opportunities to demonstrate their talents and background knowledge to build upon strengths and foster a sense of competence while developing their understanding of the general education curriculum concepts and enhancing their reading, writing and executive functioning skills. L.E.A.D. is located at Joshua Eaton, Parker, and RMHS.

Learning Center: The support provided within the learning center directly addresses the goals and objectives outlined in the student’s IEP to acquire skills to access the general education curriculum. The students are taught direct skills to ensure that they can participate in daily school life and activities while having access to general education given special education support. The Learning Center is available at all schools.

District Wide Programs Summaries:

Total FY23 Appropriated Budget: \$2,222,444
Total FY24 Superintendent’s Recommended Budget: \$2,380,272
Total \$ Change: \$157,828
Total % Change: 7.1%

Primary Function: The District Wide Cost Center consists of the budgets for four functional areas that serve the district: Athletics, Extra-curricular Activities, Health Services, and Technology. FTEs for this cost center are found in Appendix A. The District Wide Programs make up 4.41% of the Superintendent’s FY24 Recommended Budget.

Budget Summary of District Wide Programs:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|------------------|----------------------|----------------------|----------------------|---------------------|-------------------------|-----------------------|
| Athletics | \$ 614,322 | \$ 518,856 | \$ 702,808 | \$ 691,105 | \$ 720,528 | 4.26% |
| Extra Curricular | \$ 98,608 | \$ 97,145 | \$ 121,935 | \$ 69,548 | \$ 78,087 | 12.28% |
| Health Services | \$ 705,242 | \$ 615,734 | \$ 787,064 | \$ 801,949 | \$ 913,224 | 13.88% |
| Technology | \$ 603,478 | \$ 595,987 | \$ 696,277 | \$ 659,842 | \$ 668,433 | 1.30% |
| Total | \$ 2,021,650 | \$ 1,827,722 | \$ 2,308,084 | \$ 2,222,444 | \$ 2,380,272 | 7.10% |

An overview of each District Wide Cost Center budget follows in the sections below:

Athletics

FY23 Appropriated Budget: \$691,105

FY24 Superintendent’s Recommended Budget: \$720,528

\$ Change: \$29,423

% Change: 4.26%

Primary Function: The Athletics program budget funds the salaries and expenses necessary to operate the High School athletics program.

Budget Detail by Athletics Cost Center:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|---------------------------------|----------------------|----------------------|----------------------|-------------------|-------------------------|-----------------------|
| Athletics | \$ 614,322 | \$ 518,856 | \$ 702,808 | \$ 691,105 | \$ 720,528 | 4.26% |
| Professional Salaries | \$ 62,539 | \$ 60,644 | \$ 63,301 | \$ 65,242 | \$ 66,873 | 2.50% |
| Director | \$ 62,539 | \$ 60,644 | \$ 63,301 | \$ 65,242 | \$ 66,873 | 2.50% |
| Clerical Salaries | \$ 53,458 | \$ 54,186 | \$ 54,702 | \$ 54,148 | \$ 57,936 | 7.00% |
| Secretary | \$ 53,458 | \$ 54,186 | \$ 54,702 | \$ 54,148 | \$ 57,936 | 7.00% |
| Other Salaries | \$ 100,287 | \$ 96,988 | \$ 109,956 | \$ 83,460 | \$ 95,689 | 14.65% |
| Coach | \$ 342,284 | \$ 348,079 | \$ 466,850 | \$ 469,460 | \$ 481,689 | 2.60% |
| Event Detail | \$ 4,903 | \$ 909 | \$ 3,458 | \$ 6,000 | \$ 6,000 | 0.00% |
| Revolving Fund Support | \$ (246,900) | \$ (252,000) | \$ (360,353) | \$ (392,000) | \$ (392,000) | 0.00% |
| Contract Services | \$ 255,953 | \$ 166,618 | \$ 377,034 | \$ 397,955 | \$ 409,730 | 2.96% |
| Athletic Services | \$ 255,953 | \$ 166,618 | \$ 377,034 | \$ 397,955 | \$ 409,730 | 2.96% |
| Supplies & Materials | \$ 100,602 | \$ 74,093 | \$ 33,344 | \$ 33,500 | \$ 33,500 | 0.00% |
| Athletic Services | \$ 4,833 | \$ 7,307 | \$ 10,924 | \$ 9,000 | \$ 9,000 | 0.00% |
| Office | \$ 1,035 | \$ 982 | \$ 672 | \$ 1,500 | \$ 1,500 | 0.00% |
| Team | \$ 23,344 | \$ 8,234 | \$ 7,756 | \$ 15,000 | \$ 15,000 | 0.00% |
| Uniforms | \$ 71,390 | \$ 57,569 | \$ 13,991 | \$ 8,000 | \$ 8,000 | 0.00% |
| Other Expenses | \$ 41,482 | \$ 66,328 | \$ 64,471 | \$ 56,800 | \$ 56,800 | 0.00% |
| Athletic Services | \$ 3,645 | \$ 515 | \$ 5,465 | \$ 7,300 | \$ 7,300 | 0.00% |
| Awards | \$ 328 | \$ 1,279 | \$ 2,627 | \$ 2,500 | \$ 2,500 | 0.00% |
| Dues & Memberships | \$ 13,515 | \$ 6,135 | \$ 14,870 | \$ 14,500 | \$ 14,500 | 0.00% |
| Equipment | \$ 13,142 | \$ 40,279 | \$ 23,942 | \$ 16,000 | \$ 16,000 | 0.00% |
| Software Licensing & Support | \$ 10,851 | \$ 18,120 | \$ 16,671 | \$ 16,500 | \$ 16,500 | 0.00% |
| Travel | \$ - | \$ - | \$ 896 | \$ - | \$ - | - |
| Total | \$ 614,322 | \$ 518,856 | \$ 702,808 | \$ 691,105 | \$ 720,528 | 4.26% |

Athletics Budget Drivers:

The changes between the FY24 recommended and FY23 appropriated budgets for the Athletics Cost Center are summarized below by personnel and non-personnel categories:

Personnel- A cost of living salary increase established by School Committee and bargaining unit agreements.

Non-Personnel - The Athletics program offers 18 different sports for students enrolled at RMHS. More than 770 student athletes have participated on teams so far this year. On average, in recent years, total participation was steady at about 1,200 students, excluding the Covid-19 pandemic impact on participation in FY20.

Student Participation in Athletics:

| SCHOOL YEAR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|------------|
| BASEBALL | 54 | 51 | 50 | 51 | 47 | 48 | * | 51 | 51 | * |
| BASKETBALL (B) | 47 | 44 | 35 | 38 | 36 | 41 | 45 | 45 | 42 | 39 |
| BASKETBALL (G) | 42 | 38 | 37 | 34 | 30 | 29 | 30 | 29 | 31 | 34 |
| CHEERLEADING | 26 | 21 | 22 | 22 | 24 | 24 | 30 | 29 | 26 | 30 |
| CROSS COUNTRY | 69 | 71 | 58 | 52 | 53 | 58 | 71 | 58 | 55 | 49 |
| FIELD HOCKEY | 49 | 31 | 41 | 55 | 58 | 59 | 54 | 53 | 64 | 45 |
| FOOTBALL | 100 | 89 | 109 | 103 | 102 | 89 | 84 | 74 | 79 | 99 |
| GOLF | 19 | 14 | 15 | 13 | 14 | 15 | 11 | 15 | 12 | 16 |
| GYMNASTICS | 29 | 17 | 17 | 20 | 22 | 20 | 25 | 19 | 17 | 16 |
| ICE HOCKEY (B) | 51 | 54 | 49 | 53 | 54 | 57 | 52 | 49 | 63 | 53 |
| ICE HOCKEY (G) | 23 | 18 | 17 | 22 | 21 | 20 | 17 | 14 | 21 | 18 |
| INDOOR TRACK (B) | 74 | 72 | 71 | 79 | 88 | 91 | 94 | 66 | 68 | 90 |
| INDOOR TRACK (G) | 51 | 36 | 46 | 69 | 76 | 84 | 73 | 53 | 69 | 52 |
| LACROSSE (B) | 66 | 71 | 66 | 65 | 61 | 50 | * | 63 | 67 | * |
| LACROSSE (G) | 77 | 60 | 61 | 77 | 70 | 67 | * | 53 | 45 | * |
| OUTDOOR TRACK (B) | 108 | 101 | 92 | 99 | 111 | 103 | * | 97 | 118 | * |
| OUTDOOR TRACK (G) | 53 | 73 | 69 | 58 | 78 | 76 | * | 64 | 62 | * |
| SOCCER (B) | 69 | 64 | 67 | 70 | 67 | 66 | 64 | 72 | 69 | 63 |
| SOCCER (G) | 65 | 66 | 62 | 59 | 59 | 62 | 55 | 53 | 64 | 53 |
| SOFTBALL | 41 | 42 | 39 | 37 | 42 | 39 | * | 35 | 30 | * |
| SWIMMING (B) | 27 | 34 | 24 | 14 | 21 | 20 | 17 | 17 | 18 | 21 |
| SWIMMING (G) | 30 | 28 | 27 | 29 | 31 | 29 | 22 | 17 | 14 | 17 |
| TENNIS (B) | 20 | 18 | 15 | 18 | 17 | 15 | * | 9 | 14 | * |
| TENNIS (G) | 17 | 16 | 14 | 17 | 13 | 16 | * | 18 | 30 | * |
| VOLLEYBALL | 43 | 42 | 44 | 44 | 37 | 42 | 40 | 49 | 43 | 45 |
| WRESTLING | 34 | 34 | 37 | 31 | 23 | 21 | 23 | 14 | 21 | 35 |
| SPRING CHEER | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 19 | N/A | N/A |
| TOTAL | 1284 | 1205 | 1184 | 1229 | 1255 | 1241 | 807 | 1135 | 1193 | 775 |

Extra-curricular Activities

FY23 Appropriated Budget: \$69,548

FY24 Superintendent's Recommended Budget: \$78,087

\$ Change: \$8,538

% Change: 12.28%

Primary Function: The Extra-curricular Activities Program budget funds the salaries, stipends, and a small portion of the expenses necessary to offer extra-curricular activities at the high school. FTEs for this cost center are found in Appendix A.

Budget Detail by Extra-curricular Cost Center:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|---------------------------------|----------------------|----------------------|----------------------|-------------------|-------------------------|-----------------------|
| Extra Curricular | \$ 98,608 | \$ 97,145 | \$ 121,935 | \$ 69,548 | \$ 78,087 | 12.28% |
| Professional Salaries | \$ 79,329 | \$ 45,969 | \$ 93,318 | \$ 49,148 | \$ 48,687 | -0.94% |
| Coordinator | \$ 31,270 | \$ 30,322 | \$ 31,651 | \$ 31,871 | \$ 32,509 | 2.00% |
| Revolving Fund Support | \$ (15,000) | \$ (30,000) | \$ - | \$ (64,000) | \$ (64,000) | 0.00% |
| Stipends | \$ 63,060 | \$ 45,647 | \$ 61,667 | \$ 81,277 | \$ 80,178 | -1.35% |
| Contract Services | \$ 10,589 | \$ 1,815 | \$ 16,251 | \$ 9,550 | \$ 18,500 | 93.72% |
| Other Student Activities | \$ 10,589 | \$ 1,815 | \$ 16,251 | \$ 9,550 | \$ 18,500 | 93.72% |
| Supplies & Materials | \$ - | \$ 1,665 | \$ 1,477 | \$ 1,850 | \$ 1,900 | 2.70% |
| Other Student Activities | \$ - | \$ - | \$ - | \$ 400 | \$ 400 | 0.00% |
| Performing Arts | \$ - | \$ 1,665 | \$ 1,477 | \$ 1,450 | \$ 1,500 | 3.45% |
| Other Expenses | \$ 8,689 | \$ 47,695 | \$ 10,889 | \$ 9,000 | \$ 9,000 | 0.00% |
| Dues & Memberships | \$ 860 | \$ 675 | \$ 830 | \$ 1,000 | \$ 1,000 | 0.00% |
| Equipment | \$ 4,952 | \$ 36,467 | \$ 397 | \$ 3,000 | \$ 3,000 | 0.00% |
| Other Student Activities | \$ 1,590 | \$ - | \$ 3,125 | \$ 2,000 | \$ 2,000 | 0.00% |
| Royalties | \$ 1,288 | \$ 10,553 | \$ 6,536 | \$ 3,000 | \$ 3,000 | 0.00% |
| Total | \$ 98,608 | \$ 97,145 | \$ 121,935 | \$ 69,548 | \$ 78,087 | 12.28% |

Extra-curricular Budget Drivers:

The changes between the FY24 recommend and FY23 appropriated budgets are summarized below by personnel and non-personnel categories:

Personnel- Salary differences in the FY24 Recommended Budget reflects staffing exchange and the cost-of-living salary increase in compliance with employment contracts and bargaining unit agreements approved by the School Committee.

Non-Personnel - The Contract Services for Other Student Activities, which is the account used for transportation expenses, has increased due to the rising student participation, number of outings planned for students, and other opportunities for involvement offered at Reading Memorial High School. Student participation in afterschool activities is rising in drama, band, and guard, post-Covid.

Student Participation in Extracurriculars:

| SCHOOL YEAR | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| **FALL DRAMA CAST/HEAD TECH | 89 | 100 | 78 | 79 | 60 | 38 | 36 | 37 |
| FALL DRAMA CREW | 47 | 41 | 48 | 49 | 32 | 20 | 16 | 24 |
| WINTER DRAMA CAST/HEAD TECH | 58 | 83 | 47 | 49 | 29 | 23 | 22 | * |
| WINTER DRAMA CREW | 55 | 45 | 59 | 53 | 34 | 8 | 26 | * |
| SPRING DRAMA CAST/HEAD TECH | 81 | 46 | 55 | 42 | N/A | 24 | 36 | * |
| SPRING DRAMA CREW | 46 | 48 | 34 | 48 | N/A | 9 | 24 | * |
| MARCHING BAND | 35 | 42 | 38 | 56 | 53 | 56 | 40 | 31 |
| JAZZ BAND | 18 | 17 | 19 | 18 | 19 | 19 | 21 | * |
| STAGE BAND | 14 | 11 | 17 | 24 | 21 | 21 | 13 | * |
| FALL GUARD | 15 | 19 | 12 | 7 | 13 | 10 | 10 | 7 |
| WINTER GUARD | 12 | 17 | 13 | 13 | 14 | N/A | 11 | * |
| TOTAL | 470 | 469 | 420 | 438 | 275 | 228 | 255 | 99 |

Health Services

FY23 Appropriated Budget: \$801,949

FY24 Superintendent's Recommended Budget: \$913,224

\$ Change: \$111,275

% Change: 13.88%

Primary Function: The Health Services program budget pays for the salaries and expenses for servicing the daily medical needs of the district's student population of over 3,800 students, preschool through grade 12. School nurses provide mandated health screenings, illness assessments, first aid, daily medication and treatments, and support of students with chronic health issues including allergies, asthma, diabetes, and gastrointestinal, autoimmune, and neurological disorders. We communicate with families and providers to develop and maintain accommodation plans and individualized student health care plans to support medical needs at school. School nurses are also part of the District Support team, which also includes school counselors, social workers, and school psychologists. The team meets monthly to discuss best practices and receive training and updates to support student mental health. FTEs for this cost center are found in Appendix A.

Budget Detail by Health Services Cost Center:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|---------------------------------|----------------------|----------------------|----------------------|-------------------|-------------------------|-----------------------|
| Health Services | \$ 705,242 | \$ 615,734 | \$ 787,064 | \$ 801,949 | \$ 913,224 | 13.88% |
| Professional Salaries | \$ 625,493 | \$ 567,411 | \$ 726,239 | \$ 746,925 | \$ 857,865 | 14.85% |
| Director | \$ 83,700 | \$ 86,327 | \$ 86,433 | \$ 91,080 | \$ 92,854 | 1.95% |
| Nurse | \$ 541,793 | \$ 481,083 | \$ 639,806 | \$ 655,845 | \$ 765,011 | 16.65% |
| Clerical Salaries | \$ 13,589 | \$ 13,855 | \$ 15,986 | \$ 16,724 | \$ 17,059 | 2.00% |
| Secretary | \$ 13,589 | \$ 13,855 | \$ 15,986 | \$ 16,724 | \$ 17,059 | 2.00% |
| Other Salaries | \$ 7,902 | \$ 2,492 | \$ 3,103 | \$ 15,000 | \$ 15,000 | 0.00% |
| Substitutes | \$ 7,902 | \$ 2,492 | \$ 3,103 | \$ 15,000 | \$ 15,000 | 0.00% |
| Contract Services | \$ 8,759 | \$ 8,000 | \$ 8,720 | \$ 9,000 | \$ 9,000 | 0.00% |
| Professional Development | \$ 759 | \$ - | \$ 720 | \$ 1,000 | \$ 1,000 | 0.00% |
| School Physician | \$ 8,000 | \$ 8,000 | \$ 8,000 | \$ 8,000 | \$ 8,000 | 0.00% |
| Supplies & Materials | \$ 43,912 | \$ 20,150 | \$ 13,056 | \$ 9,500 | \$ 9,500 | 0.00% |
| COVID19 Expenses | \$ 29,189 | \$ 4,777 | \$ 280 | \$ - | \$ - | - |
| Medical | \$ 14,335 | \$ 14,315 | \$ 12,232 | \$ 9,000 | \$ 9,000 | 0.00% |
| Office | \$ 388 | \$ 1,058 | \$ 544 | \$ 500 | \$ 500 | 0.00% |
| Other Expenses | \$ 5,586 | \$ 3,826 | \$ 19,960 | \$ 4,800 | \$ 4,800 | 0.00% |
| Equipment | \$ - | \$ 598 | \$ - | \$ - | \$ - | - |
| Medical | \$ 5,579 | \$ 3,228 | \$ 19,960 | \$ 4,800 | \$ 4,800 | 0.00% |
| Postage | \$ 7 | \$ - | \$ - | \$ - | \$ - | - |
| Total | \$ 705,242 | \$ 615,734 | \$ 787,064 | \$ 801,949 | \$ 913,224 | 13.88% |

Health Services Budget Drivers:

The changes between the FY24 Recommend and FY23 Appropriated budgets are summarized below by personnel and non-personnel categories:

Personnel-Salary differences in the FY24 Recommended Budget reflect staffing exchange, step, degree changes, and the cost-of-living salary increase in compliance with employment contracts and bargaining unit agreements approved by the School Committee. An increase in the per diem rate of substitute nurses will be supported through the Department of Health Grant. The addition of a new 1.0 FTE 1 to 1 Nurse is recommended within the new priorities category to provide health services support to meet a student's medical needs.

Personnel Budget Priorities

- 1.0 FTE 1 to 1 Nurse
- Increase per diem substitute nurse wages

Non-Personnel - No changes have taken place.

Technology

FY23 Appropriated Budget: \$659,842

FY24 Superintendent's Recommended Budget: \$668,433

\$ Change: \$8,591

% Change: 1.3%

Primary Function: The Districtwide Networking and Technology Maintenance budget funds the salaries and expenses required to operate and maintain our technology infrastructure including our wide area network, wireless networks, servers, computer hardware and peripheral devices, clocks and bells systems and telecommunications equipment. FTEs for this cost center are found in Appendix A.

Budget Detail by Technology Cost Center:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|---------------------------------|----------------------|----------------------|----------------------|-------------------|-------------------------|-----------------------|
| Technology | \$ 603,478 | \$ 595,987 | \$ 696,277 | \$ 659,842 | \$ 668,433 | 1.30% |
| Professional Salaries | \$ 82,726 | \$ 83,857 | \$ 85,802 | \$ 87,215 | \$ 88,962 | 2.00% |
| Manager | \$ 82,726 | \$ 83,857 | \$ 85,802 | \$ 87,215 | \$ 88,962 | 2.00% |
| Other Salaries | \$ 315,912 | \$ 321,590 | \$ 328,109 | \$ 341,777 | \$ 348,621 | 2.00% |
| Employee Benefits | \$ - | \$ 1,626 | \$ 1,726 | \$ - | \$ - | - |
| Technician | \$ 315,912 | \$ 319,965 | \$ 326,383 | \$ 341,777 | \$ 348,621 | 2.00% |
| Contract Services | \$ 80,203 | \$ 99,994 | \$ 152,005 | \$ 116,750 | \$ 116,750 | 0.00% |
| Consulting Services | \$ 13,273 | \$ 27,084 | \$ 62,349 | \$ 25,000 | \$ 25,000 | 0.00% |
| Networking & Telecomm | \$ 6,680 | \$ 6,936 | \$ 6,936 | \$ 15,000 | \$ 15,000 | 0.00% |
| Software Licensing & Support | \$ 60,250 | \$ 65,975 | \$ 82,720 | \$ 76,750 | \$ 76,750 | 0.00% |
| Supplies & Materials | \$ 5,220 | \$ 59,706 | \$ 24,901 | \$ 8,000 | \$ 8,000 | 0.00% |
| Information Management | \$ 5,220 | \$ 59,706 | \$ 24,901 | \$ 8,000 | \$ 8,000 | 0.00% |
| Other Expenses | \$ 119,417 | \$ 30,839 | \$ 105,460 | \$ 106,100 | \$ 106,100 | 0.00% |
| Information Management | \$ - | \$ - | \$ 23,592 | \$ - | \$ - | - |
| Networking & Telecomm | \$ - | \$ 12,198 | \$ 22,088 | \$ 12,400 | \$ 12,400 | 0.00% |
| Other | \$ - | \$ - | \$ 2,074 | \$ - | \$ - | - |
| Postage | \$ 33 | \$ - | \$ - | \$ 200 | \$ 200 | 0.00% |
| Software | \$ 119,311 | \$ 18,463 | \$ 28,246 | \$ 92,000 | \$ 92,000 | 0.00% |
| Software Licensing & Support | \$ 73 | \$ 177 | \$ 29,461 | \$ 1,500 | \$ 1,500 | 0.00% |
| Total | \$ 603,478 | \$ 595,987 | \$ 696,277 | \$ 659,842 | \$ 668,433 | 1.30% |

Technology Budget Drivers:

The changes between the FY24 Recommend and FY23 Appropriated budgets are summarized below by personnel and non-personnel budget categories:

Personnel- Salary differences in the FY24 Recommended Budget reflects staffing exchange and the cost-of-living salary increase in compliance with employment contracts and bargaining unit agreements approved by the School Committee.

Non-Personnel - In FY24, no major changes are anticipated in Technology. However, work will be conducted during the year to evaluate the district’s operational and educational technology needs, including an assessment of all technology related services and equipment including a device renewal plan. An anticipated outcome of this work will be an Educational and Operational Technology Plan. The plan will provide recommendations for a sustainable computer renewal plan and staffing structure to best support the district’s growth in and reliance on technology to deliver instruction to students and operate an efficient and effective school district.

Since 2015, the Technology Team has built a robust network infrastructure and the services provided to the district have expanded to include telephony and phone services, clock and bell systems, intercom and paging systems, management of the copier fleet and contracts, iPad devices, security system hardware, over 4,500 computers (one to one for students and staff), cloud-based services, single sign-on services, data replication

services, hybrid school, public/town meetings, new website, electronic payment options, and employee onboarding systems, and many others. The Technology team has leveraged automation, districtwide standards and practices, and developed a highly unified and functional team committed to hard work with no changes to staffing level or function since 2015.

School Facilities Cost Center Summary

FY23 Appropriated Budget: \$1,620,845

FY24 Superintendent's Recommended Budget: \$1,644,782

\$ Change: \$23,937

% Change: 1.48%

Primary Function: The Town of Reading's Facilities Department supports the Reading Public Schools. The School Building Facilities budget funds the salaries and expenses necessary to clean and maintain our eight school buildings, preschool program, and central office spaces, which makes up 85% of the square feet of all municipal buildings, or a total of 935,000 square feet. The percentage of work orders created and filled for all services, including but not limited to preventative maintenance and building repairs, for our school buildings totaled more than 2,300 in FY22. The Facilities Department also provides the necessary services to facilitate building use for internal and external users. FTEs for this cost center are found in Appendix A. The School Building Facilities budget accounts for 3.05% of the Superintendent's FY23 Recommended Budget.

The Facilities' Department's Mission Statement is:

The Facilities Department supports the Town's Educational and Municipal Government functions through the quality driven delivery of Facilities Services in a timely and cost-effective manner along with exceptional customer service. Facilities staff members strive to maintain an efficient, safe, clean, attractive, and inviting environment for all public buildings associated with the Town of Reading.

Budget Detail by Facilities Cost Center:

| Budget Category | Actual Expended FY20 | Actual Expended FY21 | Actual Expended FY22 | Final Budget FY23 | Recommended Budget FY24 | % Change FY24 v. FY23 |
|---------------------------------|----------------------|----------------------|----------------------|---------------------|-------------------------|-----------------------|
| School Facilities | \$ 1,608,219 | \$ 1,693,091 | \$ 1,601,689 | \$ 1,620,845 | \$ 1,644,782 | 1.48% |
| Professional Salaries | \$ 90,991 | \$ 91,274 | \$ 95,812 | \$ 96,461 | \$ 98,400 | 2.01% |
| Manager | \$ 90,991 | \$ 91,274 | \$ 95,812 | \$ 96,461 | \$ 98,400 | 2.01% |
| Other Salaries | \$ 871,850 | \$ 969,502 | \$ 907,232 | \$ 1,012,776 | \$ 1,030,501 | 1.75% |
| Custodian | \$ 844,469 | \$ 857,459 | \$ 836,683 | \$ 928,662 | \$ 942,374 | 1.48% |
| Employee Benefits | \$ 9,178 | \$ 521 | \$ 2,298 | \$ 3,600 | \$ 3,600 | 0.00% |
| Overtime | \$ 28,359 | \$ 55,343 | \$ 75,258 | \$ 71,214 | \$ 72,994 | 2.50% |
| Revolving Fund Support | \$ (80,000) | \$ - | \$ (80,000) | \$ (80,000) | \$ (80,000) | 0.00% |
| Substitutes | \$ 69,844 | \$ 56,179 | \$ 72,992 | \$ 89,300 | \$ 91,533 | 2.50% |
| Contract Services | \$ 337,600 | \$ 287,915 | \$ 378,958 | \$ 386,208 | \$ 389,200 | 0.77% |
| Cleaning Services | \$ 337,600 | \$ 287,915 | \$ 378,958 | \$ 386,208 | \$ 389,200 | 0.77% |
| Supplies & Materials | \$ 282,735 | \$ 176,665 | \$ 158,145 | \$ 117,900 | \$ 119,181 | 1.09% |
| COVID19 Expenses | \$ 181,074 | \$ 15,232 | \$ - | \$ - | \$ - | - |
| Equipment | \$ 202 | \$ 17,888 | \$ 17,575 | \$ 5,000 | \$ 5,000 | 0.00% |
| Supplies | \$ 101,458 | \$ 143,545 | \$ 140,569 | \$ 112,900 | \$ 114,181 | 1.13% |
| Other Expenses | \$ 25,043 | \$ 167,735 | \$ 61,543 | \$ 7,500 | \$ 7,500 | 0.00% |
| COVID19 Expenses | \$ 16,000 | \$ - | \$ - | \$ - | \$ - | - |
| Equipment | \$ 8,043 | \$ 164,780 | \$ 60,672 | \$ 6,300 | \$ 6,300 | 0.00% |
| Professional Development | \$ - | \$ 1,955 | \$ - | \$ - | \$ - | - |
| Uniforms | \$ 1,000 | \$ 1,000 | \$ 871 | \$ 1,200 | \$ 1,200 | 0.00% |
| Total | \$ 1,608,219 | \$ 1,693,091 | \$ 1,601,689 | \$ 1,620,845 | \$ 1,644,782 | 1.48% |

Facilities Budget Drivers:

The changes between the FY24 Recommend and FY23 Appropriated budgets are summarized below by personnel and non-personnel categories:

Personnel- Salary differences in the FY24 Recommended Budget reflects staffing exchange, step, and the cost-of-living salary increase in compliance with employment contracts and bargaining unit agreements approved by the School Committee.

Non-Personnel - Slight increases in cleaning supplies, paper products, floor cleaning solutions, hand soap, and plastic liners are reflected in the FY24 budget.

Closing

The Superintendent’s FY24 Recommended Budget represents a thorough and thoughtful articulation of resource allocations achieved through an inclusive and highly collaborative process. The FY24 Recommended Budget allocates new funding and redeploys existing fundings to address many of the district’s priorities to achieve the district’s following three objectives:

Strategic Objective 1: Supportive and Safe Learning Environment

We believe healthy and successful learning communities are a prerequisite to achieving excellence and equity in schools. Healthy and successful learning communities exist when all members of the community, no matter where

they live, what they look like, what they believe, what language they speak, who they love, or how they learn feel seen, valued, affirmed and connected.

Strategic Objective 2: Coherent Instructional Systems

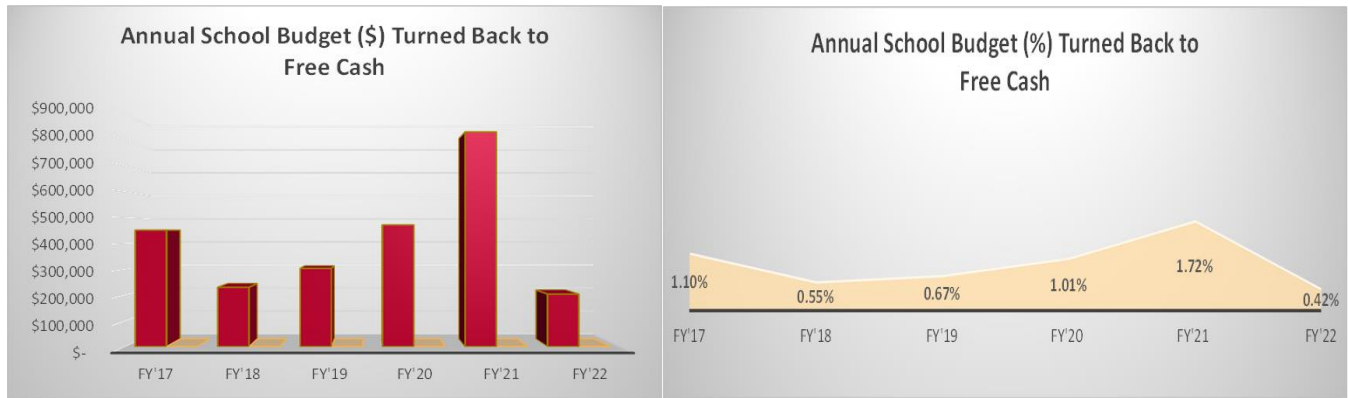
We believe excellence and equity in schools is best achieved through high-quality instruction. High-quality instruction is our best lever for improving outcomes for students, and in particular, groups of students who have not met with success in our district. All students deserve challenging and engaging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

Strategic Objective 3: School Operations

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

The FY24 recommended budget maximizes resources through the practice of refining positions, reallocating resources (time and funds) and leveraging other sources of funding wherever possible to create an effective and efficient budget that meets all contractual obligations and legal mandates.

Best practices in school district budgeting extends beyond setting instructional priorities and preparing a resource plan to pay for priorities and day-to-day baseline services. Essential to the budget process is the effective implementation of the budget. Responsive oversight of the current year’s finances allows the leadership team to assess plans, identify new opportunities to support students early in the school year, and take responsive action toward supporting students’ academic outcomes. As additional savings are identified, new decisions will be made to support students during the current school year. The continued monitoring of expenditures to maximize the use of residual savings that may take place during the fiscal year will also reduce the amount of the school department’s “turn back” of unutilized funds to Free Cash. The graphs below reflect the amount and percentage of end year unspent funds returned to Free Cash.



Cost and performance analysis will continue throughout the year to maximize all sources of funding in pursuit of achieving our strategic objectives. For example, master scheduling training programs are being provided to our schools’ principals to maximize staff allocation and manage class sizes, as well as prepare thoughtful student groupings to ensure effective class sizes. Building the capacity of our district leadership about the instructional structures and practices that have the greatest impact on building a sense of belonging and academic excellence. Lately, continued efforts to examine and maximize the use of all funds, including grants and Special Revenue Funds will support the leadership team’s efforts to effectively and timely respond to emerging trends and support the development of a multi-year strategic plan. The development, implementation and ongoing assessment of a multi-year resource plan aligned with strategic objectives is foundational to ensure all resources are thoughtfully used and sustainable over time.

OTHER FUNDING SOURCES



"Directional Forces" by Jackie Cole, RMHS Student enrolled in Ms. Kathleen M. Dailey's AP Photography Class

Offset Summary

Several fee-based Special Revenue Funds and Grants have been allocated to offset direct and indirect costs of the operating budget. In the charts below, the reader will find a summary of current year and FY24 Recommended Budget Offsets by Special Revenue Fund compared with FY23's Appropriated Budget and the allocation of FY24 Recommended Offsets by Cost Center:

| Special Revenue Account Offset | FY23 Appropriated Offset | FY24 Recommended Offset | \$ Change FY24 v. FY23 | % Change FY24 v. FY23 |
|--------------------------------|--------------------------------|-------------------------------|------------------------------|-----------------------------|
| Athletics | 392,900 | 392,900 | - | 0.00% |
| Drama Activities RMHS | 34,000 | 34,000 | - | 0.00% |
| Drama Activities Coolidge | 15,000 | 15,000 | - | 0.00% |
| Drama Activites Parker | 15,000 | 15,000 | - | 0.00% |
| Extended Day Program | 50,000 | 50,000 | - | 0.00% |
| Full Day Kindergarten | 1,100,000 | 600,000 | (500,000) | -45.45% |
| R.I.S.E. Preschool Program | 350,000 | 350,000 | - | 0.00% |
| Use of School Property | 105,000 | 105,000 | - | 0.00% |
| Special Education Tuition | 50,000 | 50,000 | - | 0.00% |
| School Choice | - | 45,000 | 45,000 | - |
| Total | 2,111,900 | 1,656,900 | (455,000) | -21.54% |

| FY24 Recommended Offsets by Cost Center | | | | | | |
|---|----------------|----------------|-------------------|------------------------|-------------------|---------------|
| Special Revenue Account Offset | Administration | Regular Day | Special Education | District Wide Programs | School Facilities | Town |
| Athletics | | | | 392,900 | | |
| Drama Activities RMHS | | | | 34,000 | | |
| Drama Activities Coolidge | | | | 15,000 | | |
| Drama Activites Parker | | | | 15,000 | | |
| Extended Day Program | 25,000 | | | | | 25,000 |
| Full Day Kindergarten | | 600,000 | | | | |
| R.I.S.E. Preschool Program | | | 350,000 | | | |
| Use of School Property | | | | | 80,000 | 25,000 |
| Special Education Tuition | | | 50,000 | | | |
| School Choice | 45,000 | | | | | |
| Total | 70,000 | 600,000 | 400,000 | 456,900 | 80,000 | 50,000 |

Apart from Full-Day Kindergarten and School Choice tuition, all other offsets will remain at the same level in FY24 as budgeted in FY23. Through the support of the Town's Community Priority allocation and the redeployment of funding from several existing operating fund accounts, the reliance on the FDK tuition fees has been reduced in FY24. We will continue to work toward providing free, universal FDK by reducing the tuition in stages through FY26. In FY23, the district opened to School Choice students to allow students who live in other school districts to enter a lottery to attend Reading Public Schools. In FY23, ten students participated in the program generating \$45,000 of state tuition funding, which is currently budgeted to Administration to be used for allocation to Regular Day and Special Education instructional services.

Special Revenue Funds

The district maintains thirty-one separate special revenue funds that were created and are required to be maintained in accordance with Massachusetts General Laws and Department of Revenue Division of Local Service’s guidance for Costing Municipal Services. Special Revenue Funds are established to dedicate a specific source of revenue from fees or charges to pay expenses associated with providing the services for which the payment was made. Special Revenue Funds also consist of donation accounts. The sources of revenue for these funds vary by the nature of the fund and includes sales of meals, participation fees, user fees, ticket sales, donations, and tuition. The type of expenditure for the funds also varies by the nature of the fund and include salaries, supplies and materials, technology, contracted services, software licenses and other expenses. The FY22 and FY23 beginning year balances are provided in the table below with the calculated FY22 Gain/Loss:

Special Revenue Funds

| Special Revenue Funds | | | |
|--|-----------------------------------|-----------------------------------|---------------------|
| Fee-Based Programs | FY22 Beginning Year Balance | FY23 Beginning Year Balance | FY22 Gain/(Loss) |
| Athletics | \$ 187,133 | \$ 171,525 | \$ (15,608) |
| Community Education -Drivers Education and Adult Education | \$ 85,214 | \$ 94,027 | \$ 8,813 |
| Community Education - Summer Programs | \$ 37,834 | \$ 39,974 | \$ 2,140 |
| Drama Activities Coolidge | \$ 31,107 | \$ 38,355 | \$ 7,248 |
| Drama Activities Parker | \$ 40,378 | \$ 51,229 | \$ 10,851 |
| Drama Activities RMHS | \$ 60,706 | \$ 74,113 | \$ 13,407 |
| Extended Day Program | \$ 156,766 | \$ 541,177 | \$ 384,411 |
| After School Activities Parker | \$ 59,989 | \$ 68,330 | \$ 8,341 |
| Extracurricular Parker | \$ 3,860 | \$ 3,860 | \$ - |
| Extracurricular Coolidge | \$ 4,738 | \$ 4,738 | \$ - |
| Extracurricular Band Activities | \$ 35,735 | \$ 30,704 | \$ (5,031) |
| Guidance Testing | \$ 6,675 | \$ 10,397 | \$ 3,722 |
| Full Day Kindergarten Tuition | \$ 621,284 | \$ 621,319 | \$ 35 |
| RISE Preschool Program | \$ 255,457 | \$ 235,065 | \$ (20,392) |
| Special Education Tuition | \$ 66,899 | \$ 66,899 | \$ - |
| School Lunch Program | \$ 769,302 | \$ 1,427,218 | \$ 657,916 |
| School Transportation | \$ - | \$ (100) | \$ (100) |
| Use of School Property | \$ 111,206 | \$ 92,247 | \$ (18,959) |
| Lost Books | \$ 27,206 | \$ 27,902 | \$ 696 |
| TOTAL Fee-based Revolving Funds | \$ 2,561,489 | \$ 3,598,979 | \$ 1,037,490 |

| Special Revenue Funds | | | |
|--|--|--|-----------------------------|
| Gifts/Donations | FY22 Beginning Year Balance | FY23 Beginning Year Balance | FY22 Gain/(Loss) |
| District Donation Fund | \$ 14,031 | \$ 14,031 | \$ - |
| Barrows Donations Fund | \$ 8,621 | \$ 8,621 | \$ - |
| Birch Meadow Donation Fund | \$ 6,836 | \$ 6,836 | \$ - |
| Joshua Eaton Donation Fund | \$ 2,506 | \$ 2,506 | \$ - |
| JW Killam Donation Fund | \$ 20,206 | \$ 20,206 | \$ - |
| Wood End Donation Fund | \$ 5,336 | \$ 5,336 | \$ - |
| Coolidge Donation Fund | \$ 11,107 | \$ 11,107 | \$ - |
| Parker Donation Fund | \$ 9,092 | \$ 9,092 | \$ - |
| High School Donation Fund | \$ 13,754 | \$ 13,754 | \$ - |
| SEPAC Donation Fund | \$ 551 | \$ 551 | \$ - |
| Special Education Donation Fund | \$ 319 | \$ 319 | \$ - |
| TOTAL Gift/Donation Revolving Funds | \$ 92,359 | \$ 92,359 | \$ - |

A description of each category of the district's special revenue funds is outlined below:

- 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-school.
- 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.
- R.I.S.E. Preschool - Fees are paid by families for enrollment in the R.I.S.E. preschool program.
- Special Education Tuition – Fees paid by 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 replace lost or damaged books.
- Gifts/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

Federal and State Grants

In addition to the Operating and Special Revenue Funds, our district is supported in FY23 by state, federal, and private grants. Grant expenditures are tracked monthly and reviewed periodically with grant coordinators. A list of the grants, descriptions, and award amounts are provided below compared with prior year awards. Grants are approved by the School Committee as funding is awarded. The FY23 Quarter 1 balances for each grant awarded between FY20 and FY23 are provided in the table below:

| FY 23 Quarter 1 Grant Balance | | | | | | | | | | | | | | |
|-------------------------------|-----------------------------|----------------------------|---------------------------------|-----------------------------|----------------------------|---------------------------------|-----------------------------|----------------------------|----------------------------|---------------------------------|------------------------|----------------------------|----------------------------|---------------------------------|
| | Grants Awarded in FY20 | | | Grants Awarded in FY21 | | | Grants Awarded in FY22 | | | | Grants Awarded in FY23 | | | |
| Grant | Beginning FY23 Year Balance | FY23 Q1 Expended & Encumb. | FY23 Projected End Year Balance | Beginning FY23 Year Balance | FY23 Q1 Expended & Encumb. | 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 | | | | \$ - | \$ - | \$ - | \$ 238,005 | \$ 92,336 | \$ 145,669 | \$ 0 | \$ 815,699 | \$ 4,753 | \$ 810,946 | \$ - |
| Dept. of Public Health | | | | | | | | | | | \$ 40,000 | \$ - | \$ 40,000 | \$ - |
| TOTAL STATE | | | | \$ - | | \$ - | \$ 238,005 | | | \$ 0 | \$ 855,699 | | | \$ - |
| FEDERAL | Killam. Eaton | | | Parker | | Unspent Turned back | Parker, Eaton | | | FY23 Projected End Year Balance | Parker, Killam, Eaton | | | FY23 Projected End Year Balance |
| Title I | \$ 21,764 | \$ 14,521 | \$ - | \$ 75,320 | \$ 4,250 | \$ 71,070 | \$ 95,672 | \$ - | \$ 95,672 | \$ 0 | \$ 91,584 | \$ - | \$ 91,584 | \$ - |
| Title II | \$ 1,661 | \$ 1,661 | \$ - | \$ 29,535 | \$ 17,344 | \$ 12,191 | \$ 43,765 | \$ 42,400 | \$ 1,365 | \$ - | \$ 45,040 | \$ - | \$ 45,040 | \$ - |
| Title IV | \$ 601 | \$ 601 | \$ - | \$ 1,121 | \$ 1,121 | \$ - | \$ 10,000 | \$ 1,618 | \$ 8,382 | \$ - | \$ 10,000 | \$ - | \$ 10,000 | \$ - |
| IDEA 240 | \$ 40,603 | \$ - | \$ - | \$ 1,895 | \$ 1,895 | \$ - | \$ 98,223 | \$ 19,471 | \$ 78,752 | \$ - | \$ 1,112,484 | \$ 70,656 | \$ 1,041,828 | \$ - |
| IDEA 262 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 328 | \$ 328 | \$ - | \$ - | \$ 20,718 | \$ 1,625 | \$ 19,093 | \$ - |
| ARP 252 | | | | | | | \$ 161,187 | \$ 21,440 | \$ 139,748 | \$ - | | | | |
| ARP 264 | | | | | | | \$ 19,824 | \$ 6,173 | \$ 13,651 | \$ - | | | | |
| ESSER II | | | | | | | \$ 233,305 | \$ 28,453 | \$ 204,853 | \$ - | | | | |
| ESSER III | | | | | | | \$ 560,098 | \$ 29,481 | \$ 278,162 | \$ 252,455 | | | | |
| ACCEL MATH | | | | | | | \$ 119,748 | \$ 119,748 | \$ - | \$ - | | | | |
| TOTAL FEDERAL | \$ 64,628 | | \$ - | \$ 107,871 | | \$ 83,261 | \$ 1,342,150 | | | \$ 252,455 | \$ 1,279,826 | | | \$ - |

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 24, DESE will defray \$1,581,286 tuition and transportation costs, charging those expenses directly to the Circuit Breaker reimbursement fund.*

Federal Grants:

- Title I - assists 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 learning. 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 support. 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, 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.

Five-Year Capital Plan

A Capital Project is a project that helps maintain or improve a Town asset. It is a new construction, expansion, renovation, or replacement project for an existing facility or facilities. Typically, the project will have a total cost of at least \$10,000 and a life span of five or more years. Provided below is a five-year capital project plan for the school district:

| FIVE YEAR CAPITAL PLAN | | | | | | | |
|---|--------------------|--|----------------|----------------|----------------|----------------|----------------|
| TOWN CORE Capital Plan | | | | | | | |
| Request | School | Description | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Arc Flash Hazard Study | Elementary Schools | Safety assessment of electrical equipment | 71,000 | | | | |
| | Middle Schools | Safety assessment of electrical equipment | 40,000 | | | | |
| | RMHS | Safety assessment of electrical equipment | 52,000 | | | | |
| Sub total Arc Flash Hazard Study | | | 163,000 | - | - | - | - |
| Doors/Windows | Districtwide | Replacement/Repair of doors/windows | | 25,000 | 40,000 | 40,000 | |
| Sub Total Doors/Windows | | | - | 25,000 | 40,000 | 40,000 | - |
| Carpet/Flooring | Districtwide | Replacement of carpeting/repair of flooring | | 66,000 | 60,000 | | |
| Sub Total Carpet/Flooring | | | - | 66,000 | 60,000 | - | - |
| Alarm Panels | Coolidge | Replacement Alarm Panel | | | 70,000 | | |
| Sub total Alarm Panels | | | - | - | 70,000 | - | - |
| Playground Surfaces | RISE Preschool | Design of RISE Playground Relacement of RISE Playground | | | 140,000 | | |
| Sub Total Playground Surfaces | | | - | - | 140,000 | - | - |
| Total CORE | | | 163,000 | 91,000 | 310,000 | 40,000 | - |
| SCHOOL DEPT Capital Budget | | | | | | | |
| Request | School | Description | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Phones | Districtwide | Annual repairs, replacements as needed | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| Sub total Phones | | | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| Network | Districtwide | Annual upgrades to Network as needed | 100,000 | 100,000 | 125,000 | 125,000 | 125,000 |
| Sub Total Network | | | 100,000 | 100,000 | 125,000 | 125,000 | 125,000 |
| Vehicles | Community Ed | Car | | | 33,500 | | |
| | Food Services | Van | | | | 52,000 | |
| Sub Total Vehicles | | | - | - | 33,500 | 52,000 | - |
| Security | Districtwide | Card Readers | 65,000 | | | | |
| | Districtwide | Vehicle Barriers | | | | | 475,000 |
| Sub Total Security | | | 65,000 | - | - | - | 475,000 |
| Total SCHOOL | | | 175,000 | 110,000 | 168,500 | 187,000 | 610,000 |
| GRAND TOTAL | | | 338,000 | 201,000 | 478,500 | 227,000 | 610,000 |

APPENDICES



"Delicate Pigeons" by Mina Willander, RMHS Student enrolled in Ms. Kathleen M. Dailey's AP Photography Class

APPENDIX A: Student Enrollment and Staff FTEs

Student Enrollment

On October 1 of each year, Reading Public Schools are required to record, verify, and report the total number of students enrolled by grade to the Massachusetts Department of Elementary and Secondary Education (DESE). DESE and the Commonwealth of Massachusetts use October 1 enrollment to calculate Foundation Enrollment and Chapter 70 Funding. October 1 enrollment is also used by the district's administration to project class sizes and to identify trends in enrollment for subsequent years, which forms the baseline upon which the district's personnel and non-personnel operating budget is developed. The historical enrollment by school follows below with next year's projected enrollment:

Historical and FY24 Projected Enrollment by School:

| School | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 Projected |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|---------------------|
| Alice Barrows Elementary | 369 | 359 | 385 | 385 | 377 | 374 | 385 | 354 | 351 | 356 | 354 |
| Birch Meadow Elementary | 384 | 387 | 387 | 383 | 370 | 377 | 384 | 345 | 337 | 358 | 365 |
| Joshua Eaton Elementary | 455 | 471 | 462 | 428 | 388 | 386 | 404 | 395 | 375 | 390 | 396 |
| J. Warren Killam Elementary | 463 | 440 | 460 | 427 | 420 | 412 | 415 | 395 | 407 | 405 | 406 |
| Wood End | 338 | 335 | 316 | 319 | 290 | 305 | 304 | 249 | 248 | 246 | 234 |
| A.W. Coolidge Middle | 449 | 476 | 471 | 466 | 476 | 443 | 424 | 399 | 406 | 429 | 408 |
| Walter S. Parker Middle | 564 | 593 | 549 | 572 | 563 | 547 | 500 | 495 | 485 | 464 | 457 |
| Reading Memorial High | 1,307 | 1,251 | 1,270 | 1,270 | 1,235 | 1,251 | 1,230 | 1,222 | 1,135 | 1,099 | 1,084 |
| R.I.S.E Preschool | 103 | 95 | 94 | 91 | 94 | 115 | 105 | 97 | 102 | 104 | 104 |
| Total | 4,432 | 4,407 | 4,394 | 4,341 | 4,213 | 4,210 | 4,151 | 3,951 | 3,846 | 3,851 | 3,808 |
| % Change | -1.10% | -0.60% | -0.30% | -1.20% | -2.90% | -0.07% | -0.01% | -4.82% | -2.66% | 0.13% | -1.12% |

Total enrollment in the Reading Public Schools on October 1, 2022, was 3,851 students, which is .13% higher FY22. Using the Cohort Survival Methodology and based on elementary neighborhood school assignments, projected enrollment for FY24 is 3,808 students, which represents a projected decrease of (43) students or (1/12%) districtwide.

FY24 Enrollment Projections by School and Grade:

Reflected in the table below are FY23 actual enrollment and FY24 projected, or forecasted, enrollment by grade. The change in the number of students by cohort and grade-level is illustrated. Cohorts have been color-coded for easier reference:

FY23 Actual and FY24 Projected Enrollment by Grade:

| | FY23 Actual | FY24 Forecast | FY24 v. FY23 | FY24 v. FY23 |
|-----------------------|-------------|---------------|-----------------|----------------|
| Grade | | | # Change Cohort | # Change Grade |
| RISE Preschool | 104 | 104 | | |
| K | 269 | 276 | | 7 |
| 1 | 296 | 283 | 14 | -13 |
| 2 | 251 | 297 | 1 | 46 |
| 3 | 335 | 253 | 2 | -82 |
| 4 | 311 | 337 | 2 | 26 |
| 5 | 293 | 309 | -2 | 16 |
| ELEM total | 1755 | 1755 | 17 | 0 |
| % Change | | 0.34% | | |
| 6 | 269 | 294 | 1 | 25 |
| 7 | 302 | 266 | -3 | -36 |
| 8 | 322 | 305 | 3 | -17 |
| MS total | 893 | 865 | 1 | -28 |
| % Change | | -11.18% | | |
| 9 | 254 | 286 | -36 | 32 |
| 10 | 256 | 256 | 2 | |
| 11 | 293 | 252 | -4 | -41 |
| 12 | 296 | 290 | -3 | -6 |
| RMHS Total | 1099 | 1084 | -41 | -15 |
| % Change | -43 | -15 | | |
| Total | 3851 | 3808 | -23 | -43 |
| # Change FY24 v. FY23 | 105 | -43 | -1.12% | |

In the table below, historical enrollment is illustrated from 2009-2010 through to enrollment projected for the 2023-2024 school year. The reader can follow the migration of the number of students each year as students move through the grade levels. Enrollment declines between the middle to high school transition, which is a trend worth exploring:

Historical Enrollment Migration by Grade:

| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2013-14 | 103 | 287 | 319 | 351 | 370 | 327 | 355 | 347 | 362 | 304 | 353 | 323 | 308 | 323 |
| 2014-15 | 95 | 322 | 298 | 314 | 362 | 366 | 330 | 356 | 346 | 367 | 270 | 357 | 319 | 305 |
| 2015-16 | 94 | 319 | 337 | 305 | 308 | 375 | 366 | 326 | 357 | 337 | 328 | 273 | 346 | 323 |
| 2016-17 | 91 | 267 | 343 | 342 | 307 | 313 | 370 | 356 | 324 | 358 | 306 | 336 | 276 | 352 |
| 2017-18 | 94 | 293 | 273 | 341 | 334 | 299 | 305 | 360 | 353 | 326 | 325 | 306 | 331 | 273 |
| 2018-19 | 115 | 325 | 296 | 277 | 338 | 324 | 294 | 291 | 355 | 344 | 293 | 329 | 307 | 322 |
| 2019-20 | 105 | 318 | 330 | 297 | 282 | 331 | 334 | 292 | 291 | 341 | 301 | 294 | 331 | 304 |
| 2020-21 | 97 | 238 | 312 | 316 | 290 | 270 | 312 | 319 | 288 | 287 | 299 | 301 | 292 | 330 |
| 2021-22 | 102 | 291 | 246 | 320 | 309 | 289 | 263 | 298 | 308 | 285 | 251 | 293 | 295 | 296 |
| 2022-23 | 104 | 269 | 296 | 251 | 335 | 311 | 293 | 269 | 302 | 322 | 254 | 256 | 293 | 296 |
| 2023-24 Projected | 104 | 276 | 283 | 297 | 253 | 337 | 309 | 294 | 266 | 305 | 286 | 256 | 252 | 290 |

A three-year Cohort Survival Ratio (CSR) is the methodology used to develop enrollment projections for the Reading Public Schools and is based on progression rates from grade to grade considering the number of live births, migration in and out of the district, student retention and housing turnover over the three prior school years.

The CSR uses progression rates and considers housing growth, migration, retention, withdrawals, transfers, and births over the three previous school years and produces reliable next year projections for enrollments in Grades 1-12. However, the CSR is less reliable in predicting out-year enrollment as well as kindergarten enrollment. The CSR

aligns students enrolled in Barrows and Joshua Eaton are assigned to Parker Middle School and students enrolled in Birch, and Wood End are assigned to Coolidge Middle Schools. Students enrolled in Killam elementary schools are typically allocated to both middle schools using a ratio of 66% Parker and 33% Coolidge for projection purposes. These ratios were adjusted slightly for FY24 upon a closer look at fifth grade students enrolled at Killam, their sibling group and the neighborhood districts where they reside.

Elementary Enrollment Projections:

Kindergarten enrollment forecasts are less reliable and are affected by several factors including postponed kindergarten enrollment, attendance at private full-day kindergarten programs, adoption, and housing turnover. There are several sources of data used as the basis for predicting kindergarten enrollment including census data from the Town Clerk, birth data from five years before kindergarten enrollment, and self-reported data from parents and local preschools. For FY24 projections, Reading has used a three-year average of the birth-to-kindergarten ratio. This method relies on census data from these sources, adjusted for postponements and retentions. Kindergarten enrollment projections are further refined during the year based on self-reported data from parents and local preschools. The district’s Special Education Department collects information from local preschools and parents of age-eligible children for kindergarten enrollment. Final kindergarten projections are made once kindergarten registration begins in the spring. The Town’s census data identified 284 students who fall within the age requirements for entry into kindergarten compared to the kindergarten projection of 276 students. Not all students who reside in Reading and who are of age will be enrolled in Reading Public Schools. Some families may choose private or parochial programs, homeschool, or postpone entry. Other families with kindergarten age children may move to Reading. Last year kindergarten enrollment equaled the number of kindergarten-aged students reported in the Census data. Given our experience, kindergarten projections may be slightly low.

Enrollment projections have been used to develop the next year’s budgets for staffing, learning spaces and non-personnel supplies and services. Staffing levels at all grade levels are predicated upon the number and demographics of students expected to be enrolled at the start of the school year. Using the progression rates calculated above and making anticipated changes, elementary school class sizes have been projected for FY24 and are outlined below in comparison with FY23 actual enrollment and class sizes. At Wood End, three third grade sections in FY23 have been consolidated into two sections in FY24, guided by the class size thresholds. It is important to note that three Teaching Fellows remain in the budget to support elementary school class sizes:

Reading Public Schools October 1, 2022 Enrollment
Elementary Class Size Actuals 2022-2023
Projected 2023-2024

| Actual Class Size, 2022-2023 | | | | | | | | Projected Class Size, 2023-2024 | | | | | | | |
|------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------|
| Barrows | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total | Barrows | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total |
| FDK | 17 | 19 | 18 | 20 | 21 | 24 | | FDK | 19 | 19 | 19 | 18 | 20 | 20 | |
| FDK | 18 | 19 | 18 | 20 | 21 | 22 | | FDK | 19 | 19 | 20 | 18 | 21 | 21 | |
| FDK | 18 | 20 | 19 | 21 | 20 | 21 | | FDK | 20 | 20 | 20 | 19 | 21 | 21 | |
| | | | | | | | | | | | | | | | |
| # Sections | 3 | 3 | 3 | 3 | 3 | 3 | 18 | # Sections | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| Total | 53 | 58 | 55 | 61 | 62 | 67 | 356 | Total | 58 | 58 | 59 | 55 | 62 | 62 | 354 |
| Birch Meadow | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total | Birch Meadow | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total |
| FDK | 19 | 18 | 17 | 19 | 18 | 19 | | FDK | 20 | 21 | 18 | 17 | 19 | 19 | |
| FDK | 20 | 18 | 17 | 19 | 20 | 20 | | FDK | 20 | 21 | 18 | 17 | 19 | 20 | |
| FDK | 19 | 19 | 18 | 20 | 20 | 18 | | FDK | 21 | 22 | 18 | 18 | 19 | 18 | |
| | | | 20 | | | | | | | | | | 20 | | |
| # Sections | 3 | 3 | 3 | 4 | 3 | 3 | 19 | # Sections | 3 | 3 | 3 | 3 | 4 | 3 | 19 |
| Total | 58 | 55 | 52 | 78 | 58 | 57 | 358 | Total | 61 | 64 | 54 | 52 | 77 | 57 | 365 |
| Joshua Eaton | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total | Joshua Eaton | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total |
| HDK | | | | | | | | HDK | | | | | | | |
| FDK | 20 | 21 | 20 | 23 | 24 | 21 | | FDK | 21 | 21 | 21 | 20 | 25 | 24 | |
| FDK | 21 | 21 | 20 | 23 | 24 | 21 | | FDK | 21 | 21 | 21 | 20 | 24 | 25 | |
| FDK | 21 | 20 | 20 | 24 | 24 | 22 | | FDK | 21 | 20 | 21 | 20 | 23 | 23 | |
| | | | | | | | | | | | | | | | |
| # Sections | 3 | 3 | 3 | 3 | 3 | 3 | 18 | # Sections | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| Total | 62 | 62 | 60 | 70 | 72 | 64 | 390 | Total | 63 | 62 | 63 | 60 | 76 | 72 | 396 |
| Killam | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total | Killam | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total |
| HDK | 11 | 19 | 18 | 19 | 24 | 21 | | HDK | 11 | 20 | 19 | 18 | 18 | 23 | |
| FDK | 17 | 19 | 18 | 19 | 24 | 22 | | FDK | 18 | 21 | 19 | 19 | 19 | 24 | |
| FDK | 17 | 19 | 18 | 19 | 23 | 21 | | FDK | 18 | 21 | 19 | 19 | 19 | 24 | |
| FDK | 17 | 20 | | 20 | | | | FDK | 19 | | 19 | | 19 | | |
| # Sections | 4 | 4 | 3 | 4 | 3 | 3 | 21 | # Sections | 4 | 3 | 4 | 3 | 4 | 3 | 21 |
| Total | 62 | 77 | 54 | 77 | 71 | 64 | 405 | Total | 66 | 62 | 76 | 56 | 75 | 71 | 406 |
| Wood End | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total | Wood End | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total |
| FDK | 17 | 22 | 14 | 17 | 24 | 20 | | FDK | 14 | 18 | 22 | 15 | 23 | 23 | |
| FDK | 17 | 22 | 16 | 16 | 24 | 21 | | FDK | 14 | 19 | 23 | 15 | 24 | 24 | |
| FDK | | | | 16 | | | | FDK | | | | | | | |
| | | | | | | | | | | | | | | | |
| # Sections | 2 | 2 | 2 | 3 | 2 | 2 | 13 | # Sections | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| Total | 34 | 44 | 30 | 49 | 48 | 41 | 246 | Total | 28 | 37 | 45 | 30 | 47 | 47 | 234 |
| TOTAL | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total | TOTAL | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total |
| Total Sections | 15 | 15 | 14 | 17 | 14 | 14 | 89 | Total Sections | 15 | 14 | 15 | 14 | 16 | 14 | 88 |
| Total Student | 269 | 296 | 251 | 335 | 311 | 293 | 1755 | Total Students | 276 | 283 | 297 | 253 | 337 | 309 | 1755 |

The Reading Public Schools provides special education services to eligible students aged three to twenty-two years deemed eligible through the special education team evaluation process. Eligibility is based on a determination that the student has a qualified disability that will limit the student’s ability to achieve effective progress in the general education program without specialized instruction. Instructional or other accommodations are outlined in the student’s Individual Education Program (IEP). The table below shows historical data regarding the number of students with IEPs based on October 1 enrollment data:

Student Enrollment – Students with Individual Education Plans:

| School Year | Total Enrollment | # of Students on IEP | % of Students on IEPs | # of Students Out of District |
|-------------|------------------|----------------------|-----------------------|-------------------------------|
| 2013-14 | 4,432 | 767 | 17.31% | 50 |
| 2014-15 | 4,407 | 809 | 18.36% | 61 |
| 2015-16 | 4,394 | 791 | 18.00% | 64 |
| 2016-17 | 4,377 | 727 | 16.61% | 53 |
| 2017-18 | 4,275 | 724 | 16.94% | 69 |
| 2018-19 | 4,270 | 752 | 17.61% | 62 |
| 2019-20 | 4,202 | 727 | 17.30% | 51 |
| 2020-21 | 4,000 | 711 | 17.78% | 49 |
| 2021-22 | 3,846 | 682 | 17.73% | 54 |
| 2022-23 | 3,851 | 661 | 17.16% | 52 |

The Commonwealth mandates that special services required for students are defined on individual education plans. Eligibility for special education services is based on a determination that the student has a qualified disability that requires specialized instruction to achieve effective progress in the general education programs. Instructional or other accommodations are defined in the students’ Individual Education Plan. The number of students on IEPs can vary significantly from year to year. The table above illustrates the ebb and flow of the number of students who received special education service in and out of the district, from preschool to 22 years of age during the last ten years. From the academic year 2014 to 2023, total enrollment declined by (13%), the number of students on IEPs declined by (14%) and the number of out of district placements declined by (4%). The number of students on IEPs in the current academic year declined by (21) students, or (3%) over the last school year, and the number of students receiving services in out of district placements decreased by (2) students in the last year. Illustrated in the table above, the reader will note an increase in Out of District placements between FY21 and FY22, which was driven by a significant increase in social emotional and behavioral needs that intensified during Covid closure. However, during the prior year, between FY19 and FY20, the district experienced a decrease of (9) students enrolled in placements. A similar decrease in out of district enrollment will take place between FY23 and FY24. We expected a decrease of (9) students to withdraw from placements for several reasons which includes leaving the Reading Public School district, graduating from and aging out of placements, changing placements, or returning to the district. The district has budgeted for seven additional students pending evaluation of progress and student needs.

October 1, 2022, Student Enrollment – Multi-language Learners:

| Multi-Language Learner Enrollment | | | | | | | | | | |
|--|----------|----------|-----------------|-----------------|-----------|-------------|----------|----------|----------|-----------|
| Grade | RISE | Barrows | Birch Meadow | Joshua Eaton | Killam | Wood End | Coolidge | Parker | RMHS | Total |
| Preschool | 2 | | | | | | | | | 2 |
| K | | | 2 | 1 | 4 | 1 | | | | 8 |
| 1 | | 1 | | 3 | 3 | 1 | | | | 8 |
| 2 | | | | 1 | 1 | | | | | 2 |
| 3 | | | 2 | 2 | 5 | | | | | 9 |
| 4 | | 1 | | 1 | 1 | | | | | 3 |
| 5 | | 2 | | 1 | 2 | 1 | | | | 6 |
| 6 | | | | | | | 1 | 2 | | 3 |
| 7 | | | | | | | | 2 | | 2 |
| 8 | | | | | | | | 2 | | 2 |
| 9 | | | | | | | | | 3 | 3 |
| 10 | | | | | | | | | 4 | 4 |
| 11 | | | | | | | | | 2 | 2 |
| 12 | | | | | | | | | | |
| Total | 2 | 4 | 4 | 9 | 16 | 3 | 1 | 6 | 9 | 54 |

October 1, 2022, Student Enrollment – Boston Resident Students

| Boston Resident Enrollment | | | | | | | | | | |
|-----------------------------------|------|----------|-----------------|-----------------|----------|-------------|-----------|-----------|-----------|------------|
| Grade | RISE | Barrows | Birch Meadow | Joshua Eaton | Killam | Wood End | Coolidge | Parker | HS | Total |
| PK | | | | | | | | | | |
| K | | | | | 1 | | | | | 1 |
| 1 | | | | | | 1 | | | | 1 |
| 2 | | | 2 | 1 | 1 | 1 | | | | 5 |
| 3 | | 1 | 3 | 1 | 2 | 3 | | | | 10 |
| 4 | | 1 | 2 | 6 | 1 | 1 | | | | 11 |
| 5 | | 2 | 4 | | 1 | 2 | | | | 9 |
| 6 | | | | | | | 2 | 7 | | 9 |
| 7 | | | | | | | 4 | 5 | | 9 |
| 8 | | | | | | | 4 | 11 | | 15 |
| 9 | | | | | | | | | 14 | 14 |
| 10 | | | | | | | | | 7 | 7 |
| 11 | | | | | | | | | 8 | 8 |
| 12 | | | | | | | | | 2 | 2 |
| Total | | 4 | 11 | 8 | 6 | 8 | 10 | 23 | 31 | 101 |

Staff FTEs

Provided in the section that follows are the annual district and school staffing reports, referred to as EPIMS. These staffing data are required to be collected, verified, and reported to the Department of Elementary and Secondary Education annually in October, which corresponds to the October 1 enrollment report. The EPIMS report is a comprehensive staff report by FTE of all positions in the Reading Public Schools except for service, operations, and maintenance staff.

The EPIMS reports for FY22 and FY23 follow on the pages below. The first table reflects District Administration. The subsequent tables provide total instructional staff FTEs by category of position:

EPIMS Instructional Staffing FTEs:



EPIMS Full Time Equivalent (FTE) by Job Classification for OCT 2022 (FY2023)

District: 02460000 - Reading
School: 00000000 - District Total

| | Administrators | Current FTE | Previous Period's FTE | # Change | % Change |
|------|---|--------------|-----------------------|-------------|-------------|
| 1200 | Superintendent of Schools/Charter School Leader/ Collaborative Director | 1.00 | 1.00 | 0.00 | 0.00 |
| 1201 | Assistant/Associate/ Vice Superintendents | 2.00 | 2.00 | 0.00 | 0.00 |
| 1202 | School Business Official | 1.00 | 1.00 | 0.00 | 0.00 |
| 1205 | Other District Wide Administrators | 1.00 | 1.00 | 0.00 | 0.00 |
| 1208 | Human Resources Director | 1.00 | 1.00 | 0.00 | 0.00 |
| 1210 | Supervisor/Director of Guidance | 0.40 | 0.40 | 0.00 | 0.00 |
| 1211 | Supervisor/Director of Pupil Personnel | 0.00 | 0.00 | 0.00 | 0.00 |
| 1212 | Special Education Administrator | 1.00 | 1.00 | 0.00 | 0.00 |
| 1213 | Supervisor/Director/Coordinator: Arts | 0.40 | 0.40 | 0.00 | 0.00 |
| 1214 | Supervisor/Director/Coordinator of Assessment | 0.00 | 0.00 | 0.00 | 0.00 |
| 1215 | Supervisor/Director/Coordinator of Curriculum | 2.00 | 1.00 | 1.00 | 100.00 |
| 1216 | Supervisor/Director/Coordinator: English Language Learner | 0.70 | 0.30 | 0.40 | 133.30 |
| 1217 | Supervisor/Director/Coordinator: English | 0.40 | 0.40 | 0.00 | 0.00 |
| 1218 | Supervisor/Director/Coordinator: Foreign Language | 0.40 | 0.40 | 0.00 | 0.00 |
| 1219 | Supervisor/Director/Coordinator: History/Social Studies | 0.40 | 0.40 | 0.00 | 0.00 |
| 1220 | Supervisor/Director/Coordinator: Library/Media | 0.00 | 0.00 | 0.00 | 0.00 |
| 1221 | Supervisor/Director/Coordinator: Mathematics | 0.40 | 0.40 | 0.00 | 0.00 |
| 1222 | Supervisor/Director/Coordinator: Reading | 0.00 | 0.00 | 0.00 | 0.00 |
| 1223 | Supervisor/Director/Coordinator: Science | 0.80 | 0.80 | 0.00 | 0.00 |
| 1224 | Supervisor/Director/Coordinator: Technology | 0.00 | 0.00 | 0.00 | 0.00 |
| 1225 | Supervisor/Director/Coordinator of Professional Development | 0.00 | 0.00 | 0.00 | 0.00 |
| 1226 | School Nurse Leader | 0.20 | 0.20 | 0.00 | 0.00 |
| 1305 | Principal/Headmaster/Headmistress/Head of School | 9.00 | 8.80 | 0.20 | 2.30 |
| 1310 | Deputy/Associate/Vice-/Assistance Principal | 5.95 | 4.90 | 1.05 | 21.40 |
| 1312 | School Special Education Administrator | 10.10 | 10.70 | -0.60 | -5.60 |
| 1320 | Other School Administrator/Coordinator | 0.00 | 0.00 | 0.00 | 0.00 |
| | Total Administrators | 38.15 | 36.10 | 2.05 | 5.70 |
| 1209 | Supervisor/Director of CVTE | 0.00 | 0.00 | 0.00 | 0.00 |

EPIMS Instructional Staffing FTEs, continued:

| Instructional Staff | | Current FTE | Previous Period's FTE | # Change | % Change |
|---|--|---------------|-----------------------|-------------|-------------|
| 2305 | Teacher | 237.06 | 232.42 | 4.64 | 2.00 |
| 2306 | Co-Teachers | 23.09 | 22.50 | 0.59 | 2.60 |
| 2307 | Virtual Teacher | 0.00 | 0.00 | 0.00 | 0.00 |
| 2308 | Virtual Co Teacher | 0.00 | 0.00 | 0.00 | 0.00 |
| 2310 | Teacher -- support content instruction | 59.69 | 61.91 | -2.22 | -3.60 |
| 2325 | Long Term Substitute Teacher | 5.00 | 8.00 | -3.00 | -37.50 |
| 2305, 2306, 2307, 2308, 2310, 2325 by Program Area: General Ed. | | 258.68 | 258.72 | -0.04 | 0.00 |
| 2305, 2306, 2307, 2308, 2310, 2325 by Program Area: Special Ed. | | 63.16 | 64.01 | -0.85 | -1.30 |
| 2305, 2306, 2307, 2308, 2310, 2325 by Program Area: ELL | | 3.00 | 2.10 | 0.90 | 42.90 |
| 2305, 2306, 2307, 2308, 2310, 2325 by Program Area: CVTE | | 0.00 | 0.00 | 0.00 | 0.00 |
| 2330 | Instructional Coach | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Instructional Staff | | 324.84 | 324.83 | 0.02 | 0.00 |

| Instructional Support Staff | | Current FTE | Previous Period's FTE | # Change | % Change |
|--|---|--------------|-----------------------|-------------|-------------|
| 3323 | Tutor | 12.22 | 12.36 | -0.14 | -1.10 |
| 3324 | Educational Interpreters | 0.00 | 0.00 | 0.00 | 0.00 |
| 3325 | Diagnostic and Evaluation Staff | 0.70 | 0.00 | 0.70 | 100.00 |
| 3326 | Recreation and Therapeutic Recreation Specialists | 0.00 | 0.00 | 0.00 | 0.00 |
| 3327 | Rehabilitation Counselor | 0.00 | 0.00 | 0.00 | 0.00 |
| 3328 | Work Study Coordinator | 0.00 | 0.00 | 0.00 | 0.00 |
| 3329 | Guidance Counselor | 6.60 | 6.60 | 0.00 | 0.00 |
| 3330 | Librarians and Media Center Directors | 7.80 | 7.75 | 0.05 | 0.60 |
| 3331 | School Resource Officer | 0.00 | 0.00 | 0.00 | 0.00 |
| 3332 | Family Engagement Coordinator | 0.00 | 0.00 | 0.00 | 0.00 |
| 3340 | Junior ROTC Instructor | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Instructional Support Staff | | 27.32 | 26.71 | 0.61 | 2.30 |

| Instructional Support and Special Education Shared Staff | | Current FTE | Previous Period's FTE | # Change | % Change |
|---|--|--------------|-----------------------|-------------|--------------|
| 3350 | School Adjustment Counselor -- Non-Special Education | 8.90 | 3.90 | 5.00 | 128.20 |
| 3351 | School Adjustment Counselor -- Special Education | - | - | - | - |
| 3360 | School Psychologist -- Non-Special Education | 11.60 | 10.00 | 1.60 | 16.00 |
| 3361 | School Psychologist -- Special Education | 1.00 | 1.00 | - | - |
| 3370 | School Social Worker -- Non-Special Education | - | - | - | - |
| 3371 | School Social Worker -- Special Education | 5.00 | 3.00 | 2.00 | 66.70 |
| Total Instructional Support and Non-Special Education Staff | | 20.50 | 13.90 | 6.60 | 47.50 |
| Total Instructional Support and Special Education Staff | | 6.00 | 4.00 | 2.00 | 50.00 |
| Total Instructional Support and Special and Non-Special Education Shared Staff | | 26.50 | 17.90 | 8.60 | 48.00 |

| Paraprofessional | | Current FTE | Previous Period's FTE | # Change | % Change |
|---|--|---------------|-----------------------|--------------|--------------|
| 401 | Title I | 1.11 | 0.85 | 0.26 | 30.60 |
| 402 | English Language Learner (ELL) | 0.00 | 0.00 | 0.00 | 0.00 |
| 403 | Career and Vocational Technical Education (CVTE) | 0.00 | 0.00 | 0.00 | 0.00 |
| 404 | Special Education | 85.19 | 84.99 | 0.20 | 0.20 |
| 405 | Other | 21.00 | 21.81 | -0.81 | -3.70 |
| Number of instructional paraprofessionals who work in targeted assistance or | | 26.97 | 19.44 | 7.53 | 38.70 |
| 406 | Non-Instructional | 4.56 | 4.99 | -0.43 | -8.60 |
| Total Paraprofessional Staff | | 111.86 | 112.64 | -0.78 | -0.70 |

| Special Education Related Staff | | Current FTE | Previous Period's FTE | # Change | % Change |
|--|--|--------------|-----------------------|---------------|---------------|
| 3411 | Audiologist | - | - | - | - |
| 3421 | Occupational Therapist | 3.50 | 3.50 | - | - |
| 3431 | Physical Therapist | 1.60 | 1.60 | - | - |
| 3441 | Orientation and Mobility Instructor (Peripatologist) | - | - | - | - |
| 3451 | Speech Pathologist | 10.40 | 10.40 | - | - |
| 3461 | Other Related Special Education Staff | 2.86 | 3.86 | (1.00) | (25.90) |
| Total Special Education Related Staff | | 18.36 | 19.36 | (1.00) | (5.20) |

EPIMS Instructional Staffing FTEs, continued:

| Medical / Health Services | Current FTE | Previous Period's FTE | # Change | % Change |
|---|-------------|-----------------------|-------------|-------------|
| 5010 Physician | 0.00 | 0.00 | 0.00 | 0.00 |
| 5015 Psychiatrist | 0.00 | 0.00 | 0.00 | 0.00 |
| 5020 School Nurse – Non-Special Education | 9.80 | 9.80 | 0.00 | 0.00 |
| 5021 School Nurse – Special Education | 0.00 | 0.00 | 0.00 | 0.00 |
| Totals Medical / Health Services | 9.80 | 9.80 | 0.00 | 0.00 |

| Office / Clerical / Administrative Support | Current FTE | Previous Period's FTE | # Change | % Change |
|--|--------------|-----------------------|-------------|-------------|
| 6100 Administrative Aides | 7.00 | 6.00 | 1.00 | 16.70 |
| 6110 Administrative Clerks and Secretaries | 10.50 | 10.50 | 0.00 | 0.00 |
| 6120 Special Education Administrative Aides | 0.00 | 0.00 | 0.00 | 0.00 |
| 6130 Special Education Administrative Clerks and Secretaries | 1.00 | 1.00 | 0.00 | 0.00 |
| 6140 Information Services & Technical Support | 10.40 | 10.40 | 0.00 | 0.00 |
| 6150 Other Administrative Support Personnel | 1.00 | 0.00 | 1.00 | 100.00 |
| Totals Office / Clerical / Administrative Support | 29.90 | 27.90 | 2.00 | 7.20 |

District FTES associated with categories of staff not reflected in the RIMS Report are outlined in the table below:

| Central Administration, District Wide, and Facilities FTEs | FY20 FTE | FY21 FTE | FY22 FTE | Budget FY23 FTE | Recommended FY24 FTE |
|--|--------------|--------------|--------------|-----------------|----------------------|
| Central Office | 11.90 | 11.90 | 13.40 | 14.00 | 14.00 |
| Superintendent | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Superintendents | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Special Education Director | 0.50 | 0.50 | 1.00 | 1.00 | 1.00 |
| Director Finance and Operations | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Human Resources Director | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Administrative Assistants | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Human Resources/Payroll Specialists | 1.00 | 1.00 | 2.00 | 2.00 | 2.00 |
| Business Analyst | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Accounts Payable/Receivable Specialist | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Data Specialist | 0.40 | 0.40 | 0.40 | 1.00 | 1.00 |
| Athletics | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 |
| Assistant Principals | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| Secretary | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Extracurricular | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| Assistant Principals | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| District Technology | 6.20 | 6.20 | 6.20 | 6.20 | 6.20 |
| Computer Technician | 5.50 | 5.50 | 5.50 | 5.50 | 5.50 |
| District Administrator | 0.70 | 0.70 | 0.70 | 0.70 | 0.70 |
| School Facilities | 19.50 | 19.50 | 19.50 | 19.50 | 19.50 |
| Custodian | 18.50 | 18.50 | 18.50 | 18.50 | 18.50 |
| District Administrator | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Grand Total | 39.60 | 39.60 | 41.10 | 41.70 | 41.70 |

APPENDIX B: District Organizational Structure

Town of Reading

The Town of Reading is in Middlesex County, Massachusetts, United States, some 10 miles (16 km) north of central Boston. Reading was incorporated on June 10, 1644, taking its name from the town of Reading in England. Reading encompasses 9.9 square miles and is located North of Boston with easy access to major routes including 125/I-95, 193 and routes 28 and 129. In addition, commuter rail and bus service are available in Reading. The Town of Reading has a Representative Town Meeting form of government. Town Meeting is composed of 24 members from each of Reading's eight precincts for a total of 192 members. Reading also has a five member Select Board and a Town Manager.

There are eight schools in the Reading Public Schools: Reading Memorial High School (grades 9-12), A.W. Coolidge Middle School (grades 6-8), W.S. Parker Middle School (grades 6-8), and five elementary schools (grades K-5): Alice Barrows, Birch Meadow, Joshua Eaton, J.W. Killam, and Wood End. Reading also has the R.I.S.E. Preschool program, an integrated preschool, with classrooms located at Reading Memorial High School as well as in two elementary schools, which typically changes from year to year depending upon availability of space.

District Leadership

School Committee

The role of the School Committee is to recruit, hire, evaluate, and make employment decisions on the Superintendent; review and approve budgets for public education in the district; and establish educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the Massachusetts Board of Education.

The Reading School Committee consists of six members elected by the voters of Reading for three-year terms. Each year, two members' terms of office expire and become open for re-election. The current membership and terms of the Reading School Committee are as follows:

Shawn Brandt, Chairperson, Term Expires 2024

Carla Nazzaro, Vice Chairperson, Term Expires 2023

Erin Gaffen, School Committee Member, Term Expires 2023

Sarah McLaughlin, School Committee Member, Term Expires 2024

Charles Robinson, School Committee Member, Term Expires 2025

Thomas Wise, School Committee Member, Term Expires 2025

Under Massachusetts General Laws, Chapter 70, the School Committee has the power to select and to terminate the Superintendent, review and approve the budget, and establish the educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the Board of Education.

District Administration

The district is led by the Superintendent of Schools, the Central Office Leadership Team, District Leadership Team, and Administrative Council. The Central Office Leadership Team includes the Superintendent of Schools, Assistant Superintendent for Learning and Teaching, Assistant Superintendent for Special Education and Student Services, and Directors of Human Resources Director and Finance and Operations. The District Leadership Team includes the Central Office Leadership Team, the eight building principals, the R.I.S.E. Preschool Director, and the Assistant Director for Special Education and Department Directors (Facilities, Food Services, Network Administrator, METCO, and Health Services). The Administrative Council includes the District Leadership Team as well as all Assistant Principals, Special Education Team Chairs and Program Directors.

Primary Function roles of the Administration Cost Center are described below:

Superintendent

The Superintendent of Schools serves as the chief educational leader for the school district. This position works with the School Committee as well as with building administrators and Central Office administrators to develop the district's improvement plan, strategic goals, and objectives, to recommend a budget necessary to fund the districts and schools' strategic initiatives, and to ensure that funding is used to ensure the success of all students. The Superintendent supervises and evaluates all Central Office Administrators and Building Principals. In addition, the Superintendent co-supervises the Director of Facilities with the Town Manager.

Assistant Superintendents

The role of the Assistant Superintendent for Learning and Teaching and Assistant Superintendent of Student Services is to provide leadership to district administrators, teacher leaders, teachers, and support staff in curriculum, instruction, and assessment. The Assistant Superintendent for Learning and Teaching also supervises the Director of Adult and Community Education, the Director of METCO, K-8 Curriculum Coordinators, and the Elementary Technology Integration Specialist. The position is also responsible for coordinating the district's professional development and curriculum planning activities. The Assistant Superintendent of Special Education and Student Services supervises the Directors of Special Education, R.I.S.E. Preschool program, Health Services, and the district's Team Chairs.

Human Resources Director

The Human Resources Director oversees the functional area responsible for the recruitment and hiring of staff; monitoring compliance with personnel laws, regulations, policies, and procedures; ensuring compliance with collective bargaining terms and conditions; managing all Federal, State, and contractual leaves and personnel accommodations and complying with federal and state reporting requirements. A key function of this department has been the oversight and monitoring of all leaves of absence as defined by Federal law and collective bargaining agreements.

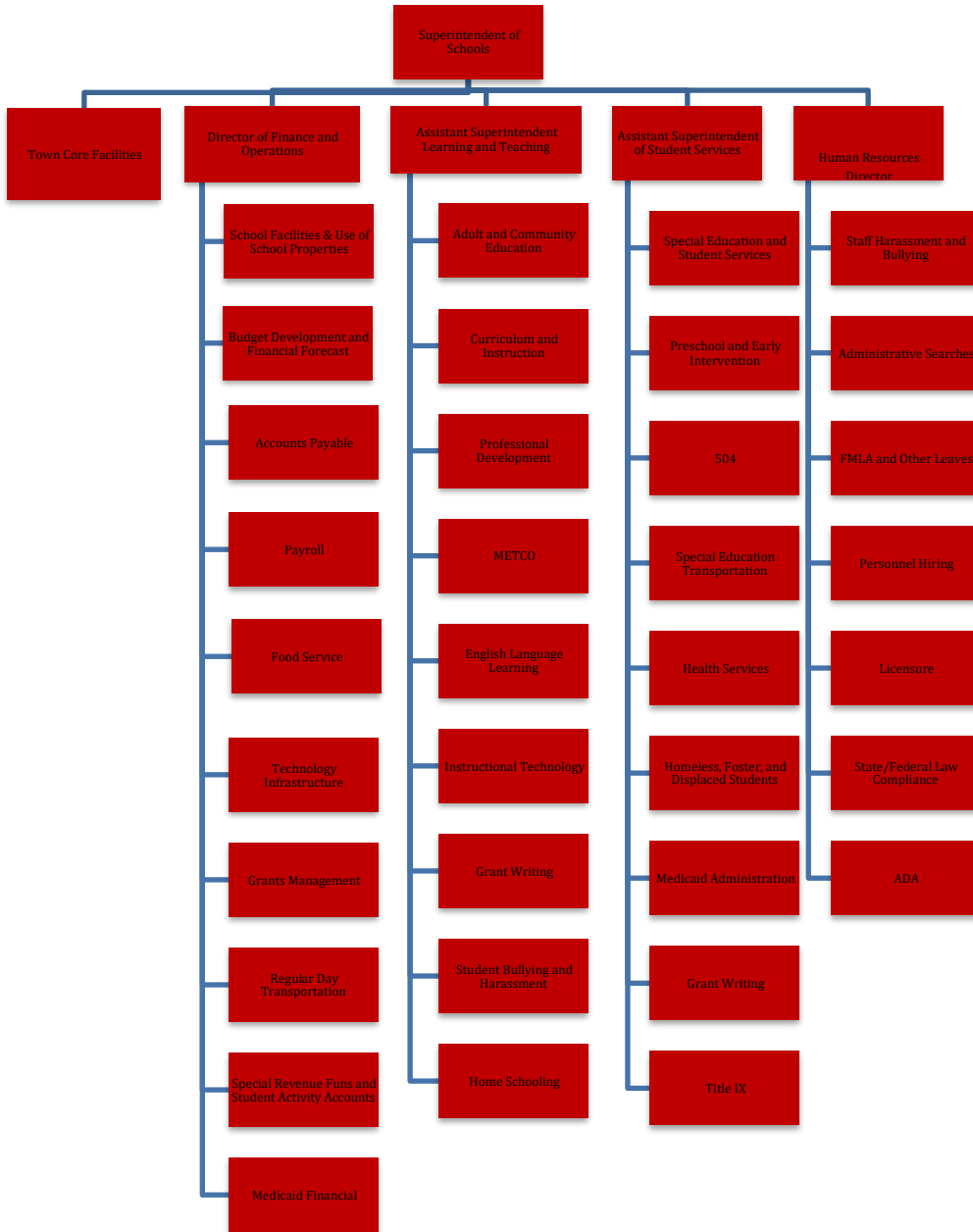
Finance and Operations Director

The Director of Finance and Operations leads the school finance and operations, including budget, financial reporting, payroll, accounts payable, accounts receivable, transportation, grants management, Medicaid reimbursement, and purchasing/procurement, collaborates closely with school facilities and oversees network technology, school

nutrition, and use of school property. The Director of Finance and Operations supervises and evaluates the School Nutrition Director and Network Manager.

Organizational Chart for Reading Public Schools

An organizational chart of the Reading Public Schools is provided below:



District Partnerships

Reading Public Schools are part of a larger community that believes in collaboration for the purpose of benefiting the children of Reading Public Schools. We are fortunate to have many important partners who enrich the lives of our students through their contributions of resources – both financial and volunteer time.

Town of Reading

The municipal government of the Town of Reading is the district's most important partner. We share in the tax revenues that represent the voters' commitment to a quality of life that values education, public service, and community engagement. We also share many resources and collaborate to efficiently manage the operations of the community.

Community Connections Group

Members of the town, school department and local recreation agencies meet once a month to determine the needs of Reading's specialized populations and work together to create systems of support. Thus far, the group has been able to increase translations for events, add specialized classes and are creating a list of supports and resources within the community.

Reading Education Foundation

The Reading Education Foundation is a volunteer organization of Reading residents working in partnership with the Superintendent of Schools and Reading Public Schools. Its mission is to support innovation and excellence within the Reading Public Schools by raising and providing private money to fund initiatives that are beyond the reach of public funds.

Parent-Teacher Organizations

Each of our schools is fortunate to have a PTO composed of parent volunteers who support teachers in each building. This support includes parent education, teacher appreciation events, mobilization of classroom and school level volunteers, and funding for technology, enrichment, and other special programs.

Parent Booster Organizations

Reading Public Schools are supported by a sizable number of parent booster organizations of parent volunteers who raise, contribute, and dispense funds for the benefit of specific extra-curricular activities including athletic teams, academic teams, and fine and performing arts.

Understanding Disabilities, Inc.

Understanding Disabilities, Inc. (UD) partners with Reading Public Schools to increase positive attitudes toward people with disabilities. Thirty years of success teaching disability awareness in the Reading Public Schools has supported the development of an innovative curriculum that supports inclusion and promotes respectful interactions, which helps children process and understand the communities in which they live and develop healthy relationships.

APPENDIX C: 2022-2023 School Improvement Plans

Setting the stage for the FY24 budget development process was the work conducted by the School Principals and their school communities to develop the 2022-2023 School Improvement Plans. Overarching themes of providing equitable and rigorous learning environments are summarized in each School improvement Plan (SIP). Links for each school's SIP follows below:

Elementary Schools

[Alice M. Barrows Elementary School](#)

[Birch Meadow Elementary School](#)

[Joshua Eaton Elementary School](#)

[J.W. Killam Elementary School](#)

[Wood End Elementary School](#)

Middle Schools

[Coolidge Middle School](#)

[Walter S. Parker Middle School](#)

High School

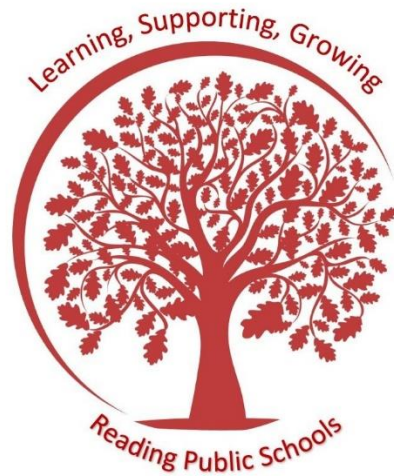
[Reading Memorial High School](#)



"Books" by Rose Clark, RMHS Student enrolled in Ms. Kathleen M. Dailey's AP Photography Class

**Reading Public Schools
School Committee Meeting Packet**

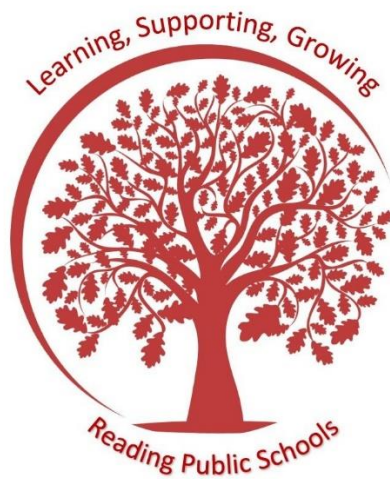
January 9, 2023



Information/Correspondence

Reading Public Schools School Committee Meeting Packet

January 9, 2023



Calendar

| Month | Date | Topic | Presenter(s) |
|---|--------------|---|---|
| July Social Media Coordinators - Shawn Brandt & Sarah McLaughlin | | | |
| July | 7/7/2022 | | |
| | 7/14/2022 | Finalize Committee & Liaison Assignments Appointment of Superintendent to Collaborative Boards - SEEM Collaborative - Northshore Education Consortium Educational Leadership Partnership w/ Salem State Superintendent Review Timeline Discussion (A) | School Committee School Committee Superintendent Superintendent & School Committee |
| | 7/21/2022 | | |
| | 7/28/2022 | | |
| August Social Media Coordinators - Tom Wise & Chuck Robinson | | | |
| August | 8/4/2022 | Strategic Offsite | Administration & School Committee |
| | 8/11/2022 | MSBA Deliverables - Educational Profile and Enrollment Forecast Capital Plan Update DESE District Review Discussion on Policy CHCA - Handbook Terminology / Consistency | Administration Administration Superintendent Superintendent & School Committee |
| | 8/18/2022 | No Meeting Planned | |
| | 8/25/2022 | No Meeting Planned | |
| | 8/29/2022 | Beginning of School / Summer Update Review and Approve RMHS Handbook (A) Public Hearing: Killam Discussion Draft Town Meeting Warrant Article for Killam Review & Discussion | Administration RMHS Administration School Committee & Permanent Building Committee School Committee & Permanent Building Committee |
| September Social Media Coordinators - Erin Gaffen & Carla Nazzaro | | | |
| September | 9/1/2022 | No Meeting Planned | |
| | 9/5/2022 | Labor Day | |
| | 9/8/2022 | Public Hearing: Killam Discussion | School Committee & Killam School Building Committee |
| | 9/14/2022 | Elementary Open House | |
| | 9/15/2022 | Extended Day Staff Compensation Update Killam Feasibility Study Warrant Article Discussion and Vote (A) Killam Warrant Article Intro Discussion and Vote (A) 2022-2023 District Strategic Plan Discussion and Vote (A) District Handbook Review and Vote (A) | Administration School Committee School Committee Administration Administration |
| | 9/21/2022 | School Committee posted to attend Financial Forum | Finance Committee |
| | 9/22/2022 | Middle School Open House | |
| | 9/27/2022 | Last Day to Close November Town Meeting Warrant | |
| | 9/28/2022 | High School Open House | |
| | 9/29/2022 | No Meeting Planned | |
| October Social Media Coordinators - Sarah McLaughlin & Shawn Brandt | | | |
| October | 10/6/2022 | Recognition of National Merit recipients Introduction of RMHS Student Advisory Committee Entry Updates Review and Approve RMHS Handbook Assign Voting Delegate(s) for MASS / MASC Joint Conference 2022 MCAS Results Overview and Discussion District Improvement Plan Review October Enrollment Update Town / School Agreement related to End of Year Report, vote on revisions FY22 EOY Financial Summary and budget transfers | Administration Administration Principals Gallegos, Rubino, Schwartz; RISE Director Dr. King Administration School Committee Administration Administration Administration Administration Administration |
| | 10/10/2022 | Columbus Day | |
| | 10/13/2022 | No Meeting Planned | |
| | 10/20/2022 | Personnel Update Review and Approve District Improvement Plan Updates (A) Introduce and Discuss Draft Superintendent Goals Student Advisory Committee Approach Discussion and Liaison Assignment Special Education Program Reviews Assign Liaison to Symonds Way Exploratory Committee | Administration Administration Administration School Committee Administration School Committee |
| | 10/26/2022 | School Committee Posted to Attend Financial Forum | Finance Committee |
| | 10/27/2022 | No Meeting Planned | |
| 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 | | |

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| 6/8/2023 | (Placeholder) School Committee Meeting | Administration & School Committee |
| 6/12/2023 | | |
| 6/15/2023 | | |

June

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| 6/19/2023 | | Juneteenth |
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| 6/22/2023 | (Placeholder) School Committee Meeting | Administration & School Committee |
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6/26/2023

6/29/2023

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| July Social Media Coordinators - TBD | | |
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