

Reading Public Schools

School Committee Meeting Packet

May 8, 2023



Open Session 7:00p.m.

Reading Memorial High School Library

Reading, MA



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2023-05-08

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda: Revised

Purpose: Open Session

Meeting Called By: Shawn Brandt, Chair

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

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

Topics of Discussion:

7:00 p.m.	A.	Call to Order
7:05 p.m.	B.	Public Comment Consent Agenda 1. Minutes (04-06-2023) 2. Reading Parents Supporting Theatre donation 3. Friends of Reading High School Baseball donation 4. Surplus Property Reports 1. Student 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Director of Finance and Operations 5. Superintendent 6. Liaison/Sub-Committee
7:30 p.m.	E.	New Business 1. Special Education & Student Services Update
8:00 p.m.	G.	Executive Session 1. To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel (Superintendent) 2. To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body (Reading Teachers Association)
8:45 p.m.	C.	Personnel 1. Superintendent Successor Contract Update & Potential Vote (A)

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.



Town of Reading Meeting Posting with Agenda

9:15 p.m.	D.	Old Business 1. Review and Approve Updated SY23-24 Calendar (A)
9:30 p.m.	E.	New Business 1. School Choice – Review Available Seats and Potential Vote to Opt Out (A) 2. Review and Vote to Submit Letter of Support in Favor of Earmarks (A)
10:30 p.m.		Adjourn

**Times are approximate

Join Zoom Meeting

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

Meeting ID: 836 5702 1146

One tap mobile

+16469313860,,83657021146# US

+13017158592,,83657021146# US (Washington DC)

Reading Public Schools

School Committee Meeting Packet

May 8, 2023



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2023-04-06

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Shawn Brandt, Erin Gaffen, Carla Nazzaro, Sarah McLaughlin, Charles Robinson, and Tom Wise.

Members - Not Present:

Others Present:

Superintendent Dr. Tom Milaschewski & Finance Director Susan Botta

Minutes Respectfully Submitted By: Denise P. Santoro on behalf of the chairperson.

Topics of Discussion:

1. Call to Order – Mr. Brandt called the meeting to order at 7pm and reviewed the agenda for the evening.
2. Public Comment- No Public Comment

Consent Agenda

Ms. Nazzaro motioned to approve the consent agenda, seconded by Mr. Robinson, vote passed 6-0.

1. Minutes (03-16-2023)
2. Jae S. Lim Foundation Grant
3. MyCAP Development and Implementation Grant
4. Credit for Life Fair Grant

Reports

1. Student- No Report
2. Assistant Superintendent of Student Services – No report
3. Director of Finance and Operations- Update from Ms. Botta
 - a. Update regarding the Safe Routes to School Grant.

4. Superintendent- Updates from Dr. Milaschewski
 - a. Arts Fest- Monday-Thursday
 - b. Elementary Assistant Principal search process update
 - c. April 26th- School Visits from school and community leaders.

5. Liaison/Sub-Committee
 - a. Mr. Robinson-Update from Recreation Committee
 - b. Ms. Gaffen- No reports
 - c. Mr. Wise- Update from Legal Counsel
 - d. Ms. Nazzaro-No report
 - e. Mr. Brandt-District Strategic Plan Assignments
 Congratulations to Ms. Gaffen and Ms. Nazzaro on their re-election to school committee.

Ms. Nazzaro motioned to move D2 out of order, seconded by Ms. Gaffen, vote passed 6-0.

D. Old Business

2. RMHS Innovation Pathways Update- Dr. Milaschewski shared information from DESE
 - a. Ms. Callanan presented Pathways Program information.

1. SY23-24 Kindergarten Enrollment-Update
 - a. Ms. Bottan shared enrollment numbers.
 - b. Dr. Milaschewski updated half day kindergarten status.

Ms. Nazzaro moved to enter into Executive sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel (Superintendent) and to discuss strategies with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigation position of the public body and the chair so declares (and this is for all bargaining units) we will be returning from executive session in approximately one hour. Mr. Brandt so declared it would have a detrimental effect on the bargaining position, seconded by Mr Wise, vote passed 6-0.

G. Executive Session

3. Review and approve executive session minutes.

Mr. Brandt called regular session back to order at 8:50 pm

E. New Business

1. Discuss and Approve Director of Finance Search Process (A)-

Dr. Milaschewski conveyed thanks and appreciation to Susan Bottan and gave updates regarding search process.

Ms. Bottan expressed her gratitude as well.

Ms. Nazzaro moved to approve the Director of Finance search process, seconded by Mr. Wise, vote passed 6-0.

2. Approve Last Day of School for SY22-23 (A)

Ms. Nazzaro moved to approve June 16th as the last day of school for the year 2023, seconded by Ms. Gaffen, vote passed 6-0.

3. Discuss and Vote on Granting Veteran Diploma (A)

Ms. Nazzaro moved to direct the district to grant a high school diploma to Mr. Richard Carlson with congratulations and appreciation for his service, seconded by Mr. Wise, vote passed 6-0.

4. Discuss and Vote to Approve 22-23 Student Activity Accounts (A)

Ms. Bottan-Provided updates.

Ms. Nazzaro moved to approve active 2022-2023 student activity accounts, seconded by Mr. Robinson, vote passed 6-0.

5. Vote to Close Inactive 22-23 Student Activity Accounts (A)

Ms. Nazzaro move to close inactive 2022-2023 student activity accounts with the exception of the class of 2021 and 2022 funds, seconded by Mr. Wise, vote passed 6-0.

6. Vote to Move Funds from Closed Inactive Accounts (A)

Ms. Nazzaro move to transfer funds from inactive 2022-2023 student activity accounts to cover any active SSA shortfall and deposit balance of funds into the student assistance account. Motion to amend to included only closed accounts, seconded the amended version by Mr. Wise, vote passed 6-0.

7. Mr. Brandt explained contract extension for the superintendent, Dr. Milaschewski, discussed under executive session.

Ms. Nazzaro moved to express the committee's intent to enter into a successor contract with the superintendent, seconded by Mr. Wise, vote passed 6-0.

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

https://www.youtube.com/watch?v=zvdxl_PnqRs

Meeting Adjourned 9:36 pm.

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Susan Bottan, Director of Finance and Operations
DATE: April 14, 2023
RE: Vote to Accept donation by Reading Parents Supporting Student Theatre

Please vote to accept a donation of \$510 from the Reading Parents Supporting Student Theatre to support a stipend to be paid to Holly Beth Murphy for her respective contribution as Tech Director to the Reading Drama Club during the Fall 2022 season.

Please find attached the donation letter from Mr. Josh Goldlust, Treasurer of the Reading Parents Supporting Student Theatre.

Thank you.

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: May 3, 2023
RE: Vote to Accept donation by The Friends of Reading High School Baseball

Please vote to accept a donation of \$5,898.26 from The Friends of Reading High School Baseball to pay two varsity assistant coaches Mr. Adam Halley and Mr. Patrick Mahoney.

Please find attached the award letter from Mr. Dan Webb, President of Friends of Reading High School Baseball.

Thank you.

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

TO: Reading School Committee
FROM: Susan Bottan, Director of Finance and Operations
DATE: May 8, 2023
RE: Request to Surplus Property – File Cabinets

In compliance with the surplus disposition requirements of Massachusetts procurement law MGL Chapter 30B, I ask that the School Committee declare 15 vertical file cabinets more than 20 years old as surplus property due to the progress toward digitizing inactive employee and student records required to retain by Massachusetts General Laws.

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

Thank you.

Reading Public Schools

School Committee Meeting Packet

May 8, 2023



Personnel



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

READING SCHOOL COMMITTEE

Shawn Brandt Chair
Carla Nazzaro Vice-Chair

Erin Gaffen
Sarah McLaughlin
Charles Robinson
Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Shawn Brandt, Reading School Committee Chair
DATE: May 4, 2023
TOPIC: Successor Contract for Superintendent

At our meeting on Monday, May 8th, we will have an agenda item to take a public vote to ratify a successor contract with Dr. Milaschewski, should executive session negotiations allow us to reach a satisfactory outcome for both parties. Vice Chair Nazzaro and I have been working with Dr. Milaschewski and School Committee counsel over the past few weeks, guided by the preliminary discussions the Committee held in a prior meeting. I believe that we will have a strong contract proposal, agreeable to Dr. Milaschewski, to share with the committee. If there are any remaining points of discussion, or the Committee is not yet prepared to ratify the contract, we will postpone this agenda item as necessary.

Reading Public Schools

School Committee Meeting Packet

May 8, 2023



Old Business

Reading Public Schools

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

TO: Reading School Committee
FROM: Sarah Hardy, Assistant Superintendent for Learning and Teaching
DATE: May 8, 2023
RE: Approve the SY 2023-2024 Calendar Revisions

The attached final version of the district-wide calendar for the 2023-2024 school year reflects the updates made based on school committee feedback at the March 16, 2023 meeting. In addition, one minor change from the previous version was made. The dates for the elementary and high school September Back to School nights have been swapped. Additionally, the elementary May Open House night has been moved to the Thursday of the same week. The rationale was to position the elementary Back to School night and Open House night closer to Friday, which is the day teachers will have their planning and preparation time.

Reading Public Schools | 2023-2024 CALENDAR

AUGUST '23

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 21-25 New Staff Induction
- 28-29 Staff In-Service
- 30 First day of School (1-12)
- 30-31 Pre-K & K Orientation

Teacher Days: 4 Student Days: 2

JANUARY '24

S	M	T	W	Th	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 01 New Year's Day: No School
- 02 School Resumes
- 12 MS & HS Early Dismissal
- 15 M.L. King Day: No School

Teacher Days: 21 Student Days: 21

SEPTEMBER '23

S	M	T	W	Th	F	S
					V	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1 No School
- 4 Labor Day: No School
- 5 First day of School PK and K
- 13 HS Back to School Night (Early Dismissal)
- 14 K-5 Back to School Night
- 20 PK Back to School Night (Early Dismissal)
- 21 MS Back to School Night (Early Dismissal)
- 29 MS & HS Early Dismissal

Teacher Days: 19 Student Days: 19

FEBRUARY '24

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	V	V	V	V	24
25	26	27	28	29		

- 9 MS & HS Early Dismissal
- 19 Presidents' Day: No School
- 19-23 February Vacation: No School

Teacher Days: 16 Student Days: 16

OCTOBER '23

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	H	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 9 Columbus Day: No School
- 27 MS & HS Early Dismissal

Teacher Days: 21 Student Days: 21

MARCH '24

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 8 MS & HS Early Dismissal
- 18 Teacher In-Service: No School

Teacher Days: 21 Student Days: 20

NOVEMBER '23

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	H	11
12	13	14	15	16	17	18
19	20	21	22	H	V	25
26	27	28	29	30		

- 7 Teacher In-Service: No School
- 10 Veterans Day (Observed): No School
- 17 HS Conferences
- MS Teacher In-Service
- No School for 6-12
- 22 Early Release*
- 23-24 Thanksgiving Recess: No School

Teacher Days: 19 Student Days: 17/18

APRIL '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28	29	30				

- 15 Patriots' Day: No School
- 15-19 April Vacation: No School

Teacher Days: 17 Student Days: 17

DECEMBER '23

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	V	V	V	V	30
31						

- 7 PK-5 Conferences: Early Release
- 8 PK-5 Conferences: No School for PK-5
- 8 MS & HS Early Dismissal
- 22 Early Release* (Staff dismissed at 1PM)
- 25-29 Winter Recess: No School

Teacher Days: 16 Student Days: 15/16

MAY '24

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H	28	29	30	31	

- 10 MS & HS Early Dismissal
- 16 PK-5 Open House
- 23 MS Open House (Early Dismissal)
- 27 Memorial Day: No School
- 31 High School Graduation

Teacher Days: 22 Student Days: 22

JUNE '24

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	H	20	21	22
23	24	25	26	27	28	29
30						

- 13 Last Day of School* (No Snow Days)
- 19 Juneteenth
- 21 Last Day of School* (5 Snow Days)

Teacher Days Without Snow Days: 9
Student Days Without Snow Days: 9

*Note: On 11/22/23, 12/22/23 and the last day of school, the below release schedule will be observed:

District-Wide Early Release Schedule

School:	Start:	Early Release:
Elementary	8:25 AM	11:00 AM
Middle	7:50 AM	10:45 AM
High School	8:30 AM	11:15 AM

Total Student Days: 180

Total Teacher Days: 185

School Closed

District-Wide Early Release

Teacher In-Service Days: No students

Early Dismissal for HS/MS

Reading Public Schools | 2023-2024 CALENDAR

BACK TO SCHOOL AND OPEN HOUSE NIGHTS

Fall: Back to School Nights

Preschool - September 20, 2023
 Kindergarten – 5th Grade – September 14, 2023
 Middle School – September 21, 2023
 High School – September 13, 2023

Spring: Open Houses

PK and Elementary – May 16, 2024
 Middle School – May 23, 2024

PARENT/GUARDIAN – TEACHER CONFERENCES

Elementary: December 7 and 8, 2023

High School: November 17, 2023

SCHOOL START AND RELEASE TIMES

School	Start Time	End Time	Early Dismissal	District-Wide Early Release
Elementary	8:25 AM	2:45 PM	12:45 PM	11:00 AM
Middle	7:50 AM	2:30 PM	12:30 PM	10:45 AM
High	8:30 AM	3:04 PM	1:04 PM	11:15 AM

STUDENT ABSENTEE LINES:

Barrows	ambabsences@reading.k12.ma.us	781-942-9166
Birch Meadow	bmeabsences@reading.k12.ma.us	781-944-2335
Joshua Eaton	jeeabsences@reading.k12.ma.us	781-942-9161
Killam	JWKAbsences@reading.k12.ma.us	781-944--7831
Wood End	weeabsences@reading.k12.ma.us	781-942-5420
Parker	wspabsences@reading.k12.ma.us	781-944-1236
Coolidge	awcabsences@reading.k12.ma.us	781-942-9158
RMHS	RMHS Absences	781-670-2819

When sending an email or leaving a voice message, please leave your child's name, teacher name (if elementary), reason for absence/tardy and expected date/time of return.

SCHOOL CLOSURE DATES

September 1, 2023	January 1, 2024
September 4, 2023	January 15, 2024
October 9, 2023	February 19 – 23
November 7, 2023	March 18, 2024
November 10, 2023	April 15 – 19
November 17, 2023 (6-12 only)	May 27, 2024
November 23 – 24	June 19, 2024
December 8, 2023 (PK-5 only)	
December 25 - 29	

ADDITIONAL MAJOR RELIGIOUS & CULTURAL HOLIDAYS

Sept 16-17* Rosh Hashanah**	Jan 7 Orthodox Christmas
Sept 25* Yom Kippur**	Feb 10 Lunar New Year
Nov 12 Diwali Begins	Mar 11 Ramadan Begins
Dec 8-15* Hanukkah	Mar 24 Palm Sunday
Dec 26-Jan 1 Kwanzaa	March 29 Good Friday**
	Mar 31 Easter & Orthodox Easter
	April 9 Eid al-Fitr
	April 22-30* Passover**

*Begins the night before at sundown

**Please follow religious observance accommodations linked above

ELEMENTARY EARLY DISMISSAL DAYS

Elementary will be dismissed at 12:45 every Friday. Exceptions are listed below:

September 20, 2023	PK Back to School Night	12:45 PM
September 15, 2023	Full Day	2:45PM
November 22, 2023	District-Wide Early Release	11:00 AM
December 7, 2023	PK – 5 Conferences	12:45 PM
December 22, 2023	District-Wide Early Release	11:00 AM
June 13/21, 2024	Last Day of School	11:00 AM

MIDDLE SCHOOL EARLY DISMISSAL DAYS

September 21, 2023	Back to School Night	12:30 PM
September 29, 2023	Professional Development	12:30 PM
October 27, 2023	Professional Development	12:30 PM
November 22, 2023	District-Wide Early Release	10:45 AM
December 8, 2023	Professional Development	12:30 PM
December 22, 2023	District-Wide Early Release	10:45 AM
January 12, 2024	Professional Development	12:30 PM
February 9, 2024	Professional Development	12:30 PM
March 8, 2024	Professional Development	12:30 PM
May 10, 2024	Professional Development	12:30 PM
May 23, 2024	MS Open House	12:30 PM
June 13/21 2024	Last Day of School	10:45 AM

HIGH SCHOOL EARLY DISMISSAL DAYS

September 14, 2023	Back to School Night	1:00 PM
September 29, 2023	Professional Development	1:00 PM
October 27, 2023	Professional Development	1:00 PM
November 22, 2023	District-Wide Early Release	11:15 AM
December 8, 2023	Professional Development	1:00 PM
December 22, 2023	District-Wide Early Release	11:15 AM
January 12, 2024	Professional Development	1:00 PM
February 9, 2024	Professional Development	1:00 PM
March 8, 2024	Professional Development	1:00 PM
May 10, 2024	Professional Development	1:00 PM
June 13/21 2024	Last Day of School	11:15 AM

EXTENDED SCHOOL YEAR

July 8 – August 8, 2024

Reading Public Schools

School Committee Meeting Packet

May 8, 2023



New Business

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Jennifer Stys, Assistant Superintendent of Student Services
DATE: May 8, 2023
RE: Student Services Update

Included in the packet is the Student Service Update Power Point for the May 8, 2023 School Committee Meeting. The presentation is anchored in the District Strategic Plan for building a sense of belonging. Additionally, there is information on the state's Tiered Focused Monitoring Report (TFM) and Special Education Program Reviews.

Student Services Update

May 8, 2023



Assessment

Inclusion

Least Restrictive Environment

Environment

Instruction

Data Collection

Teamwork

ALL MEANS ALL

COMMUNITY

State Regulations

Capacity

IEP

INSPIRE

Students

BELIEVE

Strategic Objective 1: **Supportive and Safe Learning Environment**

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

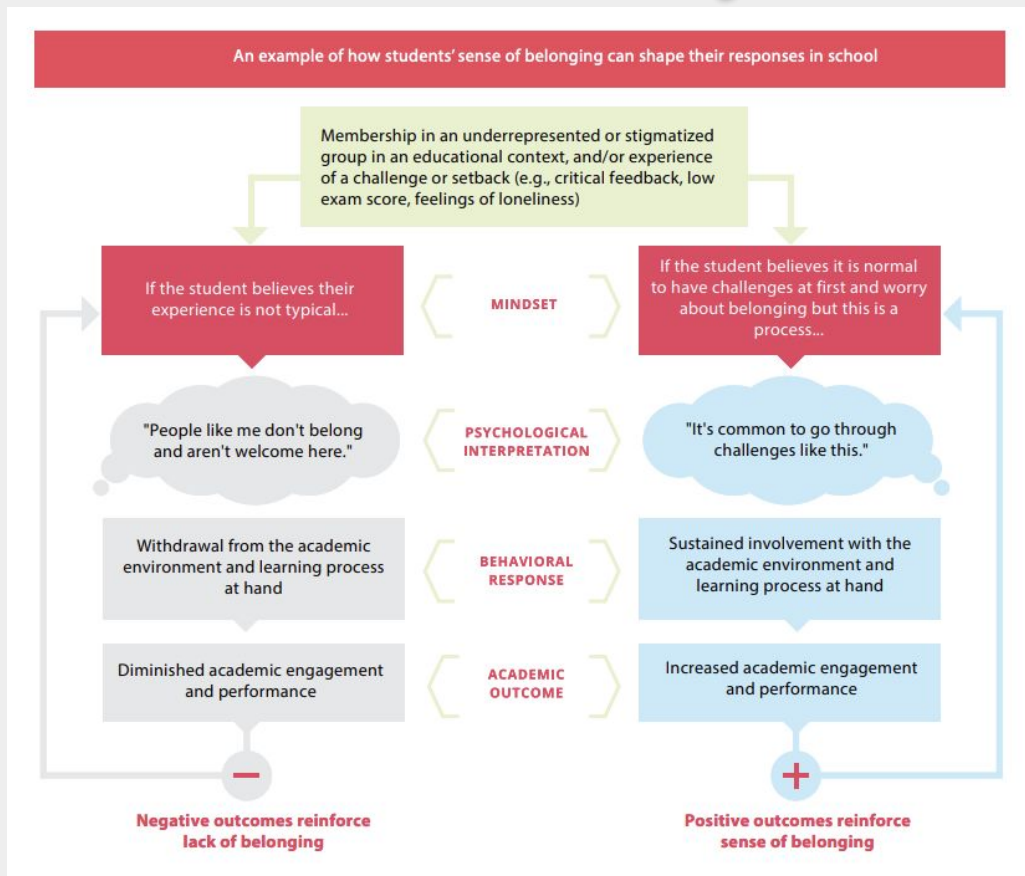


Motivation: What the Research Says

- Assessment of one's belonging is based upon **reasonable inferences** about what is expected in a given setting
- Social, emotional, and cognitive processing are intertwined, so **attending to cues in the environment** because it feels physically or emotionally unsafe **comes at a cost**
- Students who are confident they belong are able to **engage more fully in learning**



Motivation: What the Research Says



Motivation: What the Research Says

Belonging-supportive learning environments...

- **Respect** each student's identity along multiple dimensions
- **Affirm** each student's capacity to succeed
- **Recognize** each student's agency and contributions



Summary for Fall 2022

Grades 3-5



Reading Public Schools (MA)
Fall 2022 Sense of Belonging Panorama Social-Emotional Learning: Student Supports + Environment, Grades 3-5



Sense of Belonging

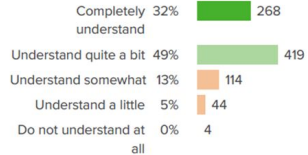
Your average

79%

856 responses

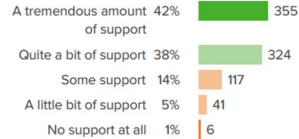
How did people respond?

Q.1: How well do people at your school understand you as a person?



Favorable: **81%**

Q.2: How much support do the adults at your school give you?



Favorable: **81%**



Reading Public Schools (MA)
Fall 2022 Sense of Belonging Panorama Social-Emotional Learning: Student Supports + Environment, Grades 3-5



Summary

Topic Description

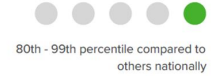
Results

Benchmark

Sense of Belonging

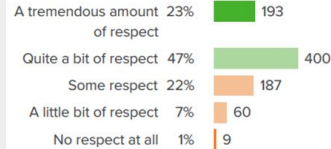
79%

How much students feel that they are valued members of the school community.



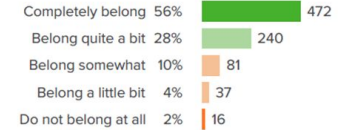
856 responses

Q.3: How much respect do students at your school show you?



Favorable: **70%**

Q.4: Overall, how much do you feel like you belong at your school?



Favorable: **84%**



Summary for Fall 2022

Grades 6-12

Reading Public Schools (MA)
Fall 2022 Sense of Belonging Panorama Social-Emotional Learning: Student Supports + Environment, Grades 6-12



Sense of Belonging

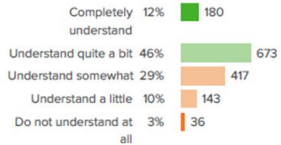
Your average

55%

1,450 responses

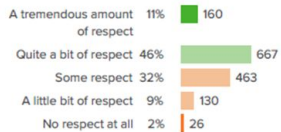
How did people respond?

Q.1: How well do people at your school understand you as a person?



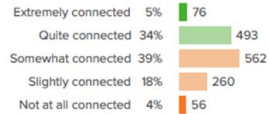
Favorable: **59%**

Q.3: How much respect do students in your school show you?



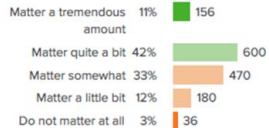
Favorable: **57%**

Q.2: How connected do you feel to the adults at your school?



Favorable: **39%**

Q.4: How much do you matter to others at this school?



Favorable: **52%**

Reading Public Schools (MA)
Fall 2022 Sense of Belonging Panorama Social-Emotional Learning: Student Supports + Environment, Grades 6-12



Summary

Topic Description

Results

Benchmark

Sense of Belonging

55%



How much students feel that they are valued members of the school community.

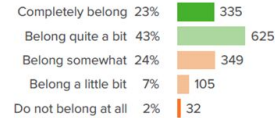
40th - 59th percentile compared to others nationally

1,450 responses

Reading Public Schools (MA)
Fall 2022 Sense of Belonging Panorama Social-Emotional Learning: Student Supports + Environment, Grades 6-12



Q.5: Overall, how much do you feel like you belong at your school?

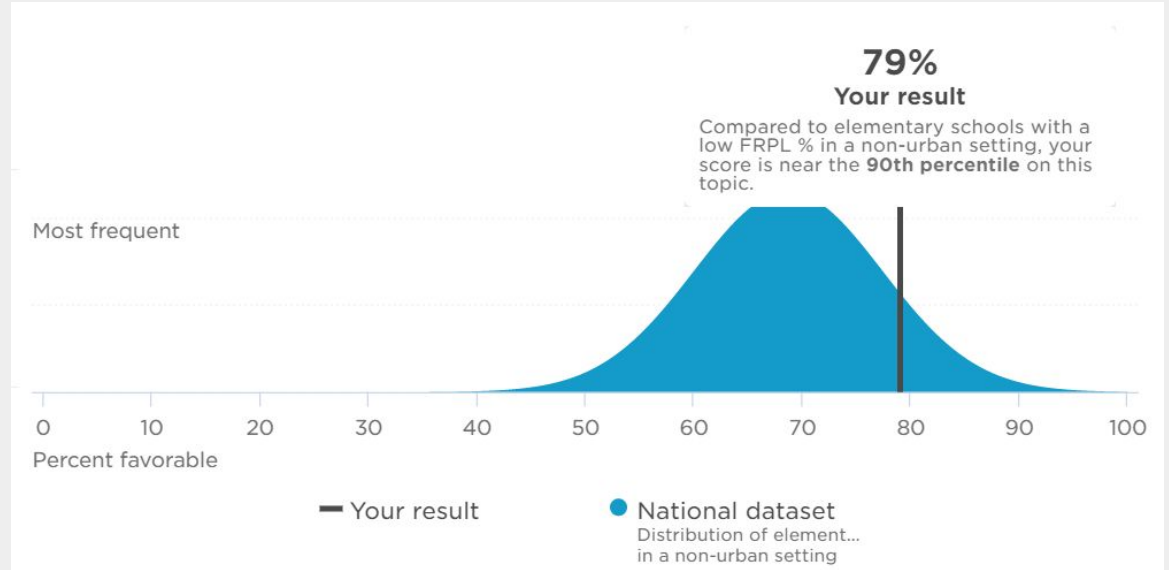


Favorable: **66%**



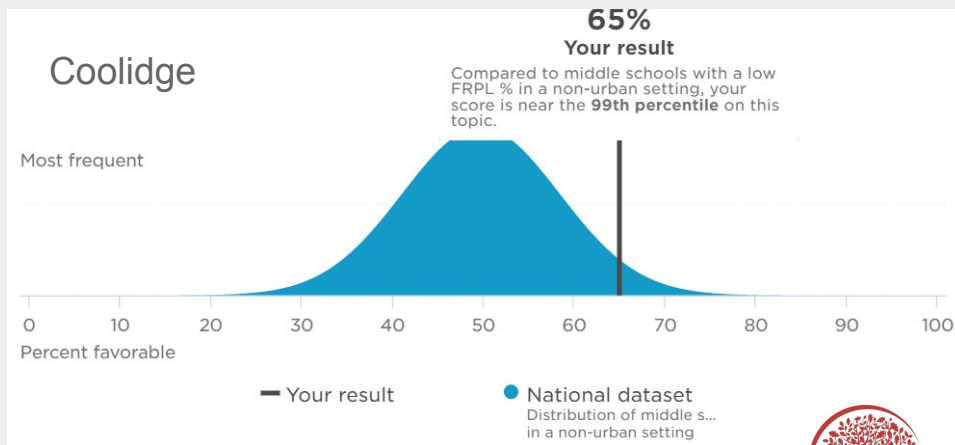
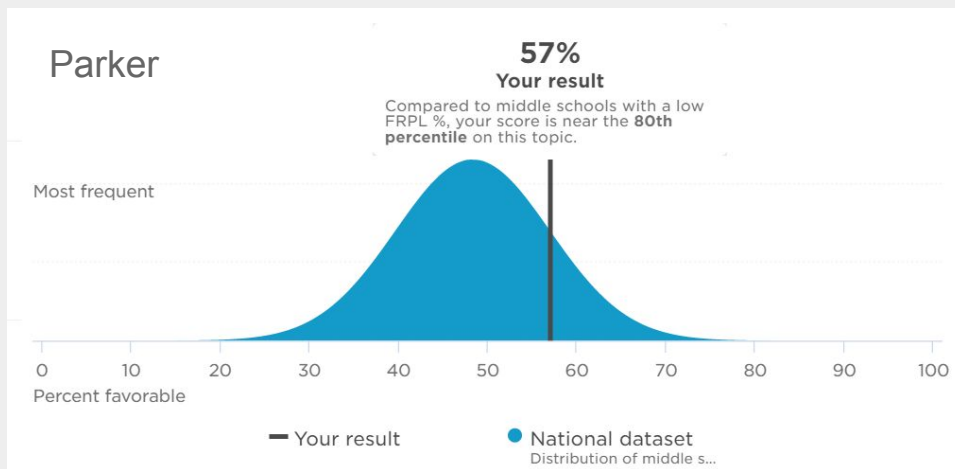
Sense of belonging: Elementary (Grades 3-5)

- Overall sense of belonging score: **79%**
- Ranks in the **90th percentile** compared to similar profile elementary schools in the Panorama dataset



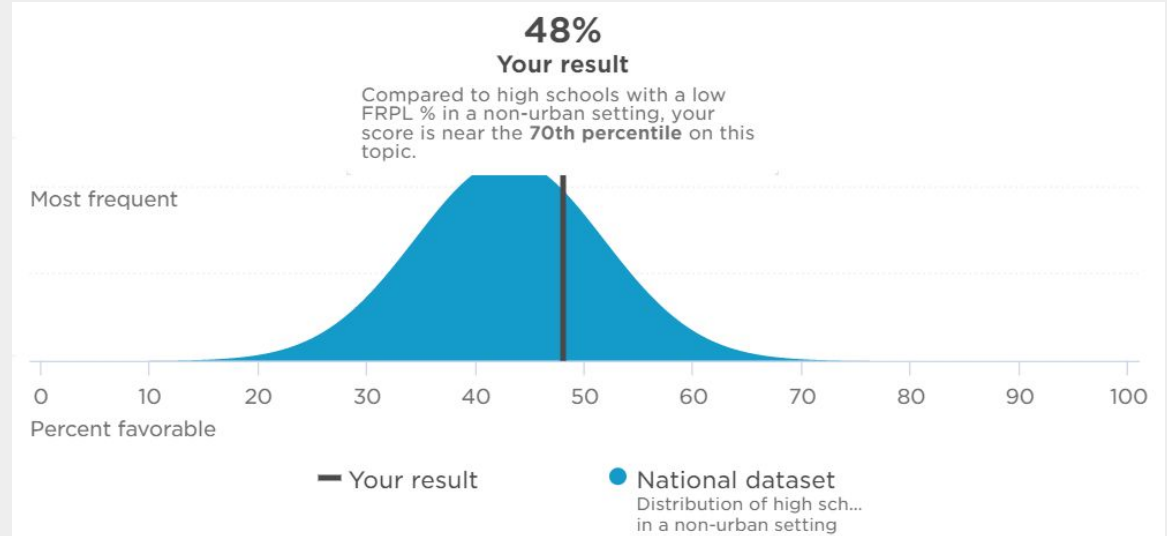
Sense of belonging: Middle Schools

- Parker
 - Overall sense of belonging score: **57%**
 - Ranks in the **80th percentile** compared to similar profile middle schools in the Panorama dataset
- Coolidge
 - Overall sense of belonging score: **65%**
 - Ranks in the **99th percentile** compared to similar profile middle schools in the Panorama dataset



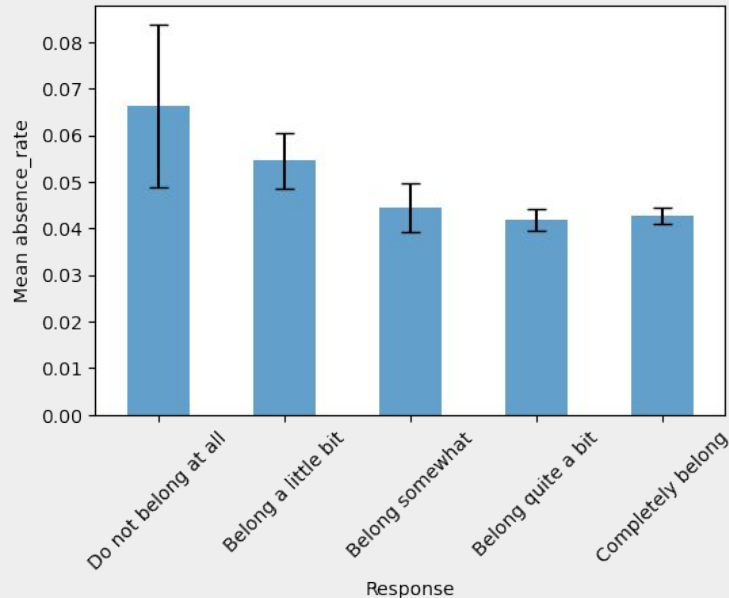
Sense of belonging: RMHS

- Overall sense of belonging score: **48%**
- Ranks in the **70th percentile** compared to similar profile high schools in the Panorama dataset

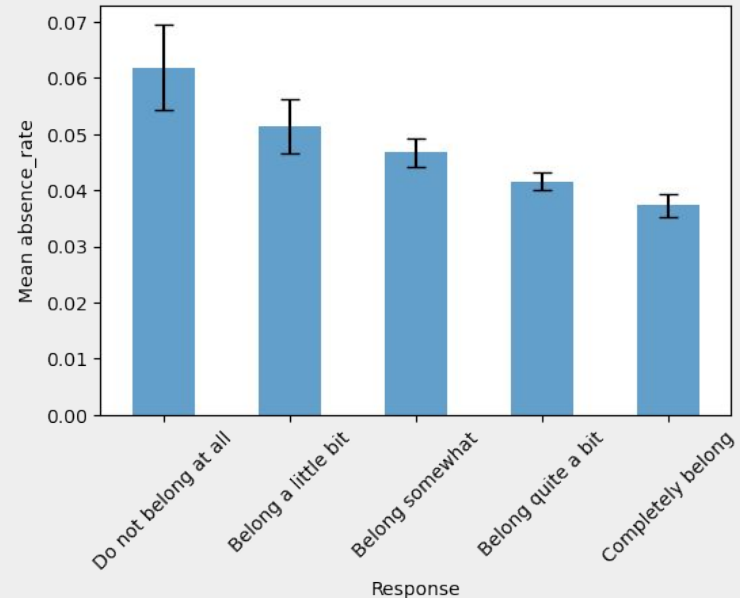


Clear relationship between sense of belonging and attendance record in secondary schools

Mean absence rate vs. overall sense of belonging (**Elementary schools**)



Mean absence rate vs. overall sense of belonging (**Middle/High schools**)



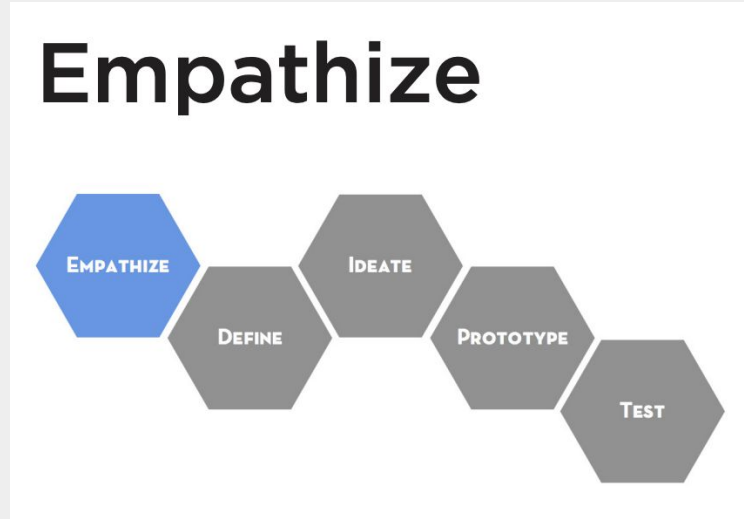
Findings: What our Students Say - Grade 3-5 Open Response Summary

	Qualitative
Elementary	<ul style="list-style-type: none">• Students thrive when they have strong relational connections with adults and peers. Students stated that the longer they are in a school the more they felt like they belong.• Students feel greater belonging when they are not alone in their experiences. Students felt less connected if they don't celebrate the same holidays and don't have people to play with at recess.
Focus Groups	<ul style="list-style-type: none">• Diversity enriches the learning environment for all students. Students stated that they felt judged for looking different or having different food from their peers.



Empathy Interview Process

- Purpose: understand students' stories behind the data
- Harvard Doctoral Candidate and RPS Leadership Fellow Joseph Longbottom trained guidance counselors using resources from the Stanford Design School to facilitate interviews
- We interviewed 4 focus groups, 17 students in total
- These groups were subsets of the school population that school leaders helped to identify



Source: *Stanford Design School*



Findings: What our Students Say - Grade 6-12 Open Response Summary

	Qualitative
Middle & High School	<ul style="list-style-type: none">● Students thrive when they have strong relational connections with adults and peers. Students craved additional relational opportunities.● Students felt greater belonging when they have agency over their learning environment.
Focus Groups	<ul style="list-style-type: none">● Diversity enriches the learning environment for all students. Students would love to have more opportunities to go deeper with Black History Month, language, and other academic offerings that celebrate diversity.



Crisis data from last year and this year

INCIDENTS:

Suicidal Thoughts / Self Harm

Harassment / Bullying on the basis of race, color or national origin

Hospitalization - Anxiety / Depression, Eating Disorder

Report of Abuse

Drug / Alcohol Distribution / Cigarette Smoking possession

Assault on any person. No weapon

Weapon Found (toy / replica)

Chronic Absences - School refusal

Physical Threat - student, staff, any other person

Sexual Assault

Student left property

CSTAG Investigation

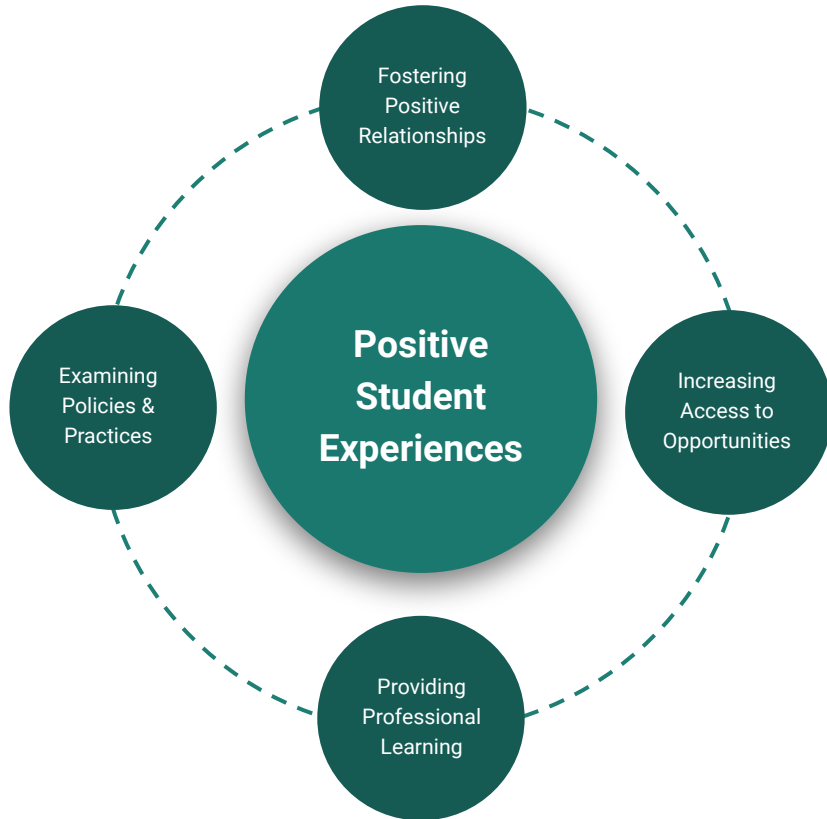
Shelter in place

Student pulled false fire alarm

*145 Reported Crisis
Incidents*



Next Steps



- **Fostering positive relationships**
 - Family partnerships
 - Student to Student connections
 - Student to Staff connections
 - Staff to Staff connections
- **Increasing Access to Opportunities**
 - Removing barriers
 - Considering funding
- **Providing Professional Learning**
 - Auditing curriculum and materials
 - Exploring inclusive practices
- **Examining Policies and Practices**
 - Discipline policies and dashboards
 - Attendance
 - Wellness Policy



Key Quotes From Research

Building learning environments that support belonging, and therefore learning and well-being, for every student entails both challenging exclusion and promoting inclusion.

System-level policies and practices are necessary to facilitate almost all of the belonging-supportive structures discussed so far. They can also send signals in and of themselves about who is respected in a space.

Individual students can experience the same environment differently—and come to different, well-informed conclusions about whether they belong in that environment—both because we each have unique prior experiences and because groups are situated differently in society due to historical power dynamics.

Both K-12 and postsecondary systems can learn about their students' experiences with policies and practices—and identify ways to improve those experiences—by listening to their students and families and explicitly positioning them as experts.



District Strategic Plan

Strategic Objective 1: Supportive and Safe Learning Environment

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

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



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

- Two district-wide teams participate in sense of belonging professional learning networks around instructional practice, social/emotional supports, and policy
- The district will have an additional team next year to help select SEL curriculum and best practices



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

- Defined roles and responsibilities of behavioral health staff, in particular roles new to the district
- Created continuum of tiered social-emotional and academic supports/interventions
- Supported Project Wayfinder at the High School in the budget
- Developed a District Handbook
- Updated Health and Wellness Policy
- Updated attendance protocols and dashboards
- Updated and refined field trip protocols



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

- Developed, managed and promoted community partnerships
 - Hosted Community meetings
 - Partnered on events and inclusive activities
 - Translated documents
 - Developed Resources for homeless families
 - Hosted a Community Resource Fair for families
 - Transportation
- Continued to foster staff ability to identify and address inequities
 - Supported METCO Adjustment Counselors
 - Expanded Supports on transportation for Boston Resident Students
 - Developed a METCO Coalition
 - Hosted Student Services Meetings
 - Partnered with DCF



Create, refine and align safety centered process and protocols

- Created district-wide threat assessment protocols
 - CSTAG training
 - Entry protocol to building
 - Building Safety Plans
- Refined & aligned district-wide protocols
 - Attendance
 - Data teams
 - Flow chart of resources
 - Dashboard
 - Reengagement
 - Developed Crisis response
 - Increased mandated reporting Trainings
 - Created Discipline dashboards and process trainings



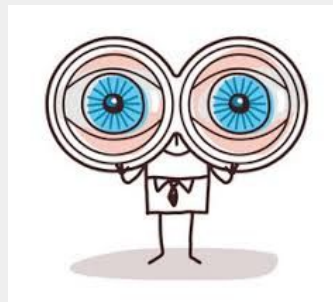
Setting The Stage: Tiered Focused Monitoring (TFM)

Scope of Tiered Focused Monitoring

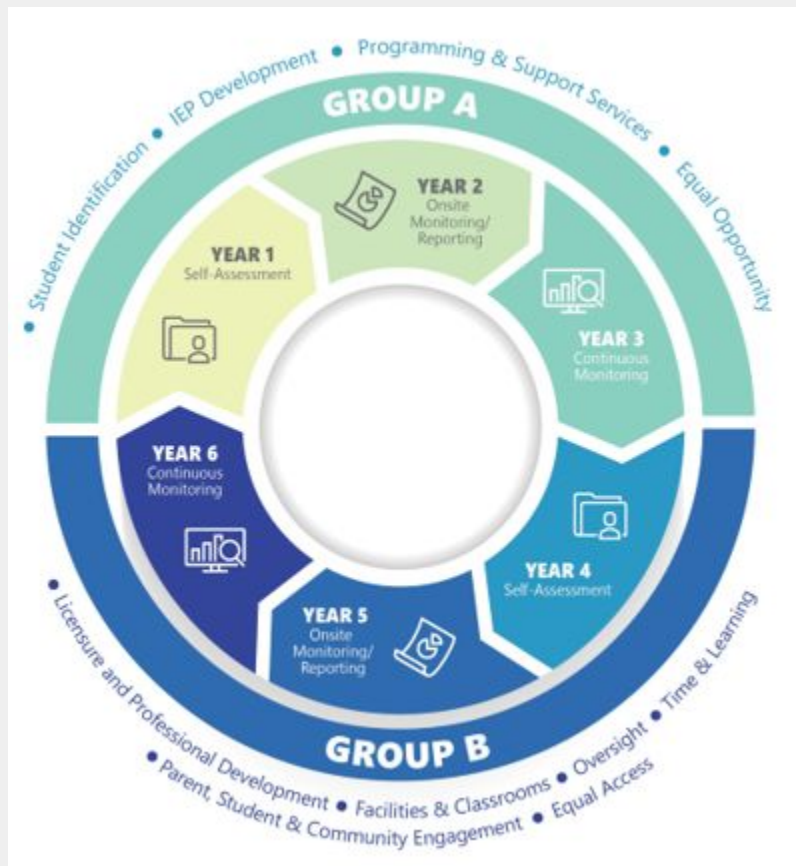
District/charter schools are reviewed every six years through Tiered Focused Monitoring - 3 years focused on Special Education (SE) and 3 years focused on Civil Rights (CR). This review process emphasizes elements most tied to student outcomes. There is also a TFM for homeless, military and foster families.

Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access



Tiered Focused Monitoring 6-year cycle



Components of the Review

- Review of Self-Assessment Documentation
 - 10 Special Education Criteria 27 documents
 - 17 Civil Rights Criteria with 29 documents
- Additional Documentation
 - 14 additional documents were uploaded at the request of DESE
- Onsite review including visits to 5 schools
- Multiple Meetings with administration regarding process and documents required
- Interviews with staff
 - 4 Principals
 - 1 Preschool Coordinator
 - 1 Special Education Director
 - 1 Assistant Superintendent
 - 2 SEPAC Co-chairs



Tiered Focused Monitoring (TFM) Findings Released



PQA_WebMon@doe.mass.edu

To: Stys, Jennifer

Cc: Wright, Allison; Amy.Paulin@mass.gov



Wed 3/15/2023 12:52 PM

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

The TFM Report has been approved with no findings.



Feedback from Joan Brinkerhoff, Ph.D., Monitoring Specialist, DESE

I wanted to take time to recognize the hard work you have committed to and accomplished over the course of the last couple of years. I would also like to connect some districts that may benefit from your direction and accomplishments if that is amenable to you. You should be proud of the work you do to create opportunities and reduce the equity gaps for students.



Tiered Focused Monitoring (TFM) Requirements and the Link to Program Reviews

State Requirements

SE 56 - Special education programs and services are evaluated

Special education programs and services are regularly evaluated.

What is required:

Documents

Interviews

Federal Requirements

M.G.L. c. 69, section 1A

M.G.L. c. 69, section 1I

M.G.L. c. 71B, section 3



Goals of Program Reviews



- Develop and calibrate the strengths and weaknesses of our programming from an outside perspective
- Ensure evidence based practices and action steps to inform us of strategies, systems and staffing to improve student outcomes
- Consistency within and across systems and practices to impact student outcomes
- Create clear, measurable, transparent outcomes
- Provide clear reports on progress and next steps



Components of the Evaluations

- Observations
- File/Documentation review
- Interviews with staff and families
- Meetings with administration
- Drafting of Full Report
- Drafting of Executive Summary



Special Education Program Review Timeline

- **2019-2020:** Internal evaluation of the overall functioning of the special education systems
- **2020-2021:** Internal evaluation of reading evaluations and instructional systems
- **2021-2022:** External evaluation of E.M.B.A.R.C., S.O.A.R., S.A.I.L., and R.E.A.C.H.
- **2022-2023:** External evaluation of R.I.S.E. and Learning Center
- **2023-2024:** External evaluation of L.E.A.D.

*There will be a refresh cycle of programmatic reviews established and published



History of Recommendations

- Developing clear and consistent communications systems with families.
- Alignment of protocols and processes across schools.
- Training on Reading and the Brain for all Team Chairs, Psychologists, General Education Reading Specialists, Speech and Language Pathologists and Special Education Teachers.
- Addition of a Special Education Literacy Coach.
- Addition of implementation of reading protocol for all assessments completed for students with reading concerns.
- Additional training for special education staff in reading systems including Language Live, Wilson and RAVE-O.
- Training for all RPS staff in Key Comprehension Routine, Key Vocabulary Routine, Project Read Report Form, and a series of Landmark Outreach PD on dyslexia, writing and executive functioning.



Focus Areas for Vertical Alignment

- **Program Oversight**
 - Program Leads with Northshore Consortium (Sally Smith, M. Ed. and Patric Barbieri, M. Ed.)
- **Program Alignment**
 - Rigorous and evidenced based curriculum
 - Clear and common mission and vision
 - Points for teams to consider
 - Data Collection
- **Staffing**
 - Additional BCBA
 - Inclusion Specialist
 - Training
- **Transition**
 - Transition Specialist
 - Planning
 - Assessment



FAPE and LRE Guidance

- The placement should be chosen individually for each student from a full continuum of placement options based on the most appropriate placement to provide the services on the student's IEP
- A placement in the general education environment is presumed. IDEA-97 presumes the first placement option considered for all eligible students will be the general education classroom with the use of supplemental aids and services.
 - PL 1 Students may not be denied education in age-appropriate general education PL 2 classrooms solely because the students' education requires modification to the general curriculum.
- Teams must first consider if the eligible student may be served in the school and classroom the student would attend if not disabled. Other options should be considered only when the nature and severity of the disability would prevent satisfactory achievement within the general education environment.
 - An in-district placement should always be considered and recommended before an out-of-district placement is considered.



Reading Public Schools: Student Placement by Student Groups 2020

	Enrollment	District Rate	State Rate
Enrolled students with IEPs	671		
Partial Inclusion	111	16.5%	13.7%
Out of District	49	7.3%	6.4%



DESE IEP Improvement Project: Goal, Theory of Action

Project Goal: To Improve outcomes for all students with disabilities by providing guidance, technical assistance, and tools on equitable processes to school and district professionals, families, and students so that all students with disabilities have meaningful access to the curriculum frameworks and life of the school.

Theory of Action: If students with disabilities have meaningful access to the curriculum frameworks and the skills to engage in all aspects of the life of the school, then we will begin to close the opportunity and achievement gaps between students with disabilities and their age-appropriate non-disabled peers.

To do this, the education system must:

- Increase effective and efficient collaboration between general educators, special educators, related service providers, parents, and students.
- Support teachers to know how to respond to the needs of students with disabilities and use that knowledge to proactively work with students across the curriculum frameworks and the life of the school.
- Promote a high-functioning process for evaluation and ongoing assessment across environments.
- Develop student-centered IEPs driven by data and written to ensure that students will gain knowledge and skills to prepare themselves effectively for postsecondary opportunities, career training options, economically viable careers, and healthy productive lives.
- Support families of students with disabilities to understand how their student learns and interacts with the life of the school, as well as what the individualized program and outcomes will be during the course of the school year.
- Promote student voice and engage students in their own IEP process.



DESE IEP Improvement Project: Principles and Reading Timeline

Embedded in our goal are these principles:

Principle 1: All students are general education students first. Take a strengths-based approach.

Principle 2: General and special education should work together. Integrate systems.

Principle 3: Ensure a continuous cycle of improvement. Move beyond compliance.

Principle 4: Assessment is key. Make no decisions without the right data.

Principle 5: Family Engagement matters. Welcome parent and student voice.

Reading Implementation Planning:

Trainings during the 2022-2023 school year

Fall of 2024 full implementation



Every Learner

ALL MEANS ALL

Every Day



Reading Public Schools

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



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

To: Reading School Committee
From: Susan Bottan, Director of Finance and Operations
Date: May 8, 2023
Re: School Choice Open Seating for the 2023-2024 School Year

Prior to June 1 of each year, School Committee is required by the Department of Elementary and Secondary Education (DESE) to evaluate the district's participation in the School Choice Program for the following school year and, if there is no interest, vote to opt out of the program.

School Choice is a state-wide program designed to fill available seats in school districts and allow caregivers' choice and access to desirable school districts. School Choice also supports the recruitment and retention of a high performing instructional staff. With each School Choice student who enrolls in grades 1 to 12, the district receives \$5,000, and for each student who enrolls in kindergarten, the district receives \$2,500. School Choice funds are deposited into a revolving fund under the School Committee's purview, which requires no further appropriation for use. School Choice funds can be allocated to address a wide range of district needs.

The District Leadership Team identified available seating for the 2023-2024 school year by school, grade, and classroom using a two-tiered approach beginning with a review of known enrollment for 2023-2024, anticipated in Town move-ins, and an evaluation class sizes by grade level across all elementary schools. We then limited the number of open seating available for access through School Choice to no more than 4 students per grade per school using the following criteria per classroom:

- Kindergarten and Grade 1 classrooms – limited class size to 19 students
- Grades 2 and 3 – limited class size to 20 students
- Grades 4 and 5 – limited class size to 22 students

Using this approach, the district identified a total of 75 available seats across all schools and grade levels, which would generate a maximum of \$362,500 in School Choice tuition if all seats are filled. Please find on the page to follow a summary of the number identified seats by grade and the potential maximum funding associated with each level:

Reading Public Schools
Potential School Choice Available Seats
2023-2024 School Year

Grade	Available Seats	Maximum Funding
Kindergarten	5	
Grade 1	5	
Grade 2	7	
Grade 3	11	
Grade 4	9	
Grade 5	6	
Grades K-5 Total	43	\$202,500
Grade 6	5	
Grade 7	5	
Grade 8	2	
Grades 6-8 Total	12	\$60,000
Grade 9	5	
Grade 10	5	
Grade 11	5	
Grade 12	5	
Grades 9-12 Total	20	\$100,000
Grand Total	75	\$362,500

Reading Public Schools

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



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

READING PUBLIC SCHOOLS SCHOOL CHOICE GUIDELINES 2023-2024 SCHOOL YEAR

Deadline for Application to be Submitted: Friday, June 2, 2023, at 3:00 pm

Submit Application to:

Office of the Superintendent of Schools
Reading Public Schools
82 Oakland Street
Reading, MA 01867

Or email application to SchoolChoiceApplication@reading.k12.ma.us

2023-2024 Available Seats by School and Grade:

- Reading Public Schools has determined the following openings by grade and school for the 2023-2024 school year based on projected enrollment figures and class sizes. The Reading Public Schools will not provide transportation to School Choice students. Caregivers are responsible for transporting the student to and from school. Students who are chosen for Full Day Kindergarten available seats are required to pay the annual tuition fee of \$2,650 in ten (10) equal installments:

Elementary Schools:

Barrows Elementary School, 16 Edgemont Avenue, Reading, MA 01867:

Kindergarten – 1 seat in Full Day Kindergarten Program. Tuition Fee \$2,650

Grade 1 – 2 seats

Grade 3 – 2 seats

Grade 4 – 2 seats

Grade 5 – 2 seats

Birch Meadow Elementary School, 27 Arthur B. Lord Drive, Reading, MA 01867:

Kindergarten – 1 seat in Full Day Kindergarten Program, Tuition Fee \$2,650

Grade 2 – 4 seats

Grade 3 – 4 seats

Grade 4 – 4 seats

Grade 5 – 4 seats

Joshua Eaton Elementary School, 365 Summer Avenue, Reading, MA 01867:

Kindergarten – 2 seats in Full Day Kindergarten Program, Tuition Fee \$2,650

Killam Elementary School, 333 Charles Street, Reading, MA 01867:

Kindergarten -1 seat in Full Day Kindergarten Program, Tuition Fee \$2,650

Grade 2 – 3 seats

Grade 3 – 1 seat

Grade 4 – 3 seats

Wood End Elementary School, 85 Sunset Rock Lane, Reading, MA 01867:

Grade 1 – 3 seats

Grade 3 – 4 seats

Middle Schools:

Coolidge Middle School, 89 Birch Meadow Drive, Reading, MA 01867:

Grade 6 – 5 seats

Parker Middle School, 45 Temple Street, Reading, MA 01867:

Grade 7 – 5 seats

Grade 8 – 2 seats

High School:

Reading Memorial High School, 62 Oakland Road, Reading, MA 01867:

Grade 9 – 5 seats

Grade 10 - 5 seats

Grade 11 – 5 seats

Grade 12 – 5 seats

Application Process:

- An application is required for each student applying for admission and must be received in the Office of the Superintendent, Reading Public Schools, by the **deadline of Friday, June 2, 2023, at 3:00 pm** All applications will be stamped with the date and time received.
- A completed and signed application is required for each student applying for admission by the deadline date and time established.
- **School Choice students for the 2023-2024 school year will be chosen by lottery on Monday, June 5 at 9:30 am** in the Superintendent's office located at 82 Oakland Road in Reading, MA and parents will be notified via email immediately following the lottery if their student has been selected.
- **Parents/caregivers of selected students must confirm acceptance by 12:00 noon on Tuesday, June 6, 2023.**
- Students who enroll through School Choice will be able to continue their education in Reading Public Schools through graduation, barring disciplinary issues.

Guidelines for Admitting Students:

- All students who reside in Massachusetts, outside of the Town of Reading and who are entering the grade(s) specified above for the 2023-2024 school year are eligible to apply for specific seats.
- Students who are chosen for Full Day Kindergarten available seats are required to pay the annual tuition fee of \$2,650 in ten (10) equal installments.
- The Reading Public Schools does not give preference for admission based on race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance, or proficiency in the English language.
- The Reading Public Schools will not provide transportation to School Choice students. Caregivers are responsible for transporting the student to and from school.
- Students who enroll through School Choice will be able to continue their education in Reading Public Schools through graduation, barring significant disciplinary issues. School Choice students do not reapply for admissions each subsequent year.
- The application deadline is **Friday, June 2, 2023, at 3:00 pm** to participate in the lottery.
- Once seats have been filled, applications not selected during the lottery process will be placed on a wait list in the order they were drawn.
- School Choice students selected will be required to follow the Reading Public Schools registration process as defined and outlined on the RPS Registration Website.

Questions about School Choice and the application process may be directed to Olivia Lejeune, via email at Olivia.Lejeune@reading.k12.ma.us.

More information about School Choice may be found at:

[Advisory Memorandum on Financial Administration of the School Choice Program](#)

[General Law - Part I, Title XII, Chapter 76, Section 12B](#)

Reading Public Schools

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Phone: 781-944-5800
Fax: 781-942-9149

SCHOOL CHOICE APPLICATION 2023-2024 SCHOOL YEAR

Deadline for Application to be Submitted: Friday, June 2, 2023, at 3:00 pm

Submit Application to:

Office of the Superintendent of Schools
Reading Public Schools
82 Oakland Street
Reading, MA 01867

Or email application to SchoolChoiceApplication@reading.k12.ma.us

Name of Student Applicant: _____ Gender: _____

Date of Birth: _____ Current Grade: _____ Entering Grade: _____
(month/day/year)

Student Address: _____

Current School Attending: _____

Current School Address: _____

Current School Attending (Circle Y for Yes; N for No): Private School: Y or N Public School: Y or N

Parent/Caregiver Name: _____

Parent/Caregiver Street/City/Zip Code: _____

Parent/Caregiver Email: _____ (Lottery notification will be sent to this email address)

Home Telephone: _____ Mobile Phone: _____

Parent/Caregiver Signature: _____ Date: _____

SCHOOL REQUESTED: _____ GRADE REQUESTED: _____

.....
LOTTERY ADMINISTRATIVE USE ONLY

Name of Student Applicant: _____

Lottery Results:
School : _____ Grade: _____ # Selected _____

Superintendent's Approval: _____ Date: _____

Reading Public Schools does not discriminate based on race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance, or proficiency in the English language.



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

READING SCHOOL COMMITTEE

Shawn Brandt Chair
Carla Nazzaro Vice-Chair

Erin Gaffen
Sarah McLaughlin
Charles Robinson
Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Shawn Brandt, Reading School Committee Chair
DATE: May 4, 2023
TOPIC: Letter in Support of RPS Earmark Requests

At our meeting on Monday, May 8th, I will ask the Committee to review and provide feedback on a letter in support of the earmark requests submitted on behalf of RPS. A draft letter follows this memo, and we will have printed copies of this version for signatures should the committee approve it as is. We will also take a formal vote to submit the letter on behalf of the committee.



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

READING SCHOOL COMMITTEE

Shawn Brandt Chair
Carla Nazzaro Vice-Chair

Erin Gaffen
Sarah McLaughlin
Charles Robinson
Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Senator Jason Lewis, Representative Brad Jones, Representative Rich Haggerty
FROM: Reading School Committee
DATE: May 8, 2023
TOPIC: Letter in Support of RPS Earmark Requests

Senator Lewis, Representative Jones and Representative Haggerty,

We, the members of the Reading School Committee, write to you to express our support for several earmarks that have been submitted on behalf of Reading Public Schools. Our district has long benefited from the outstanding partnership with our delegation on Beacon Hill, and we are grateful for your continued support.

The earmarks submitted on behalf of the district include:

- RMHS Science Department - \$50,000 – this funding will enable the purchase of materials and equipment that will offer exciting new ways to engage students with practical, real-world applications of Environmental Engineering and Physics. Many of our faculty have extensive real-world experience, and the equipment funded by this request will help them bring those experiences to life for our students.
- RMHS Arts Department - \$50,000 – RMHS has an outstanding reputation for its exceptional performing arts program, and this funding would allow for the purchase of equipment that will support the extension of this excellence to digital music production, an exciting learning experience and career opportunity that is of interest to many RMHS students.
- Keys to Literacy - \$40,000 – Literacy is, of course, the foundation for all learning. Our district has made extensive investments in early literacy in recent years, and is actively focused on reassessing literacy instruction at the secondary level. This funding would provide for training for middle school teachers on a research-based approach to teaching reading and writing that will support consistent access to high-quality literacy instruction for all students in Reading.
- RMHS Math Department - \$50,000 – Computer Science is one area of instruction where Reading has lagged many other leading districts, with relatively few courses on offer. As we work to remedy that and provide more opportunities for students in this critical area, there are a variety of equipment needs that must be funded. The requested funding would support investments including computer lab equipment, components for students learning to build computers, equipment and software to support robotics programming, etc.

As you can see, these are all high impact investments in our schools and in our students that will dramatically improve the quality of the student experience. Many will also pay significant dividends in promoting career preparation for students. We look forward to the progression of budget discussions, and are thankful for any support and advocacy you can provide in ensuring that these earmarks are funded.

Shawn Brandt, Chairperson

Carla Nazzaro, Vice Chairperson

Erin Gaffen, Member

Sarah McLaughlin, Member

Charles Robinson, Member

Thomas Wise, Member

Reading Public Schools

School Committee Meeting Packet

May 8, 2023



Calendar

Reading School Committee – Remaining SY22-23 Meetings

Note: All Regular SC Meetings will be held at the RMHS Library at 7 PM unless otherwise noted

May

May 8th – Regular SC Meeting (Monday night)

May 25th – Regular SC Meeting (METCO Headquarters – Boston)

June

June 2nd – RMHS Graduation

June 8th – Regular SC Meeting

June 22nd – Regular SC Meeting