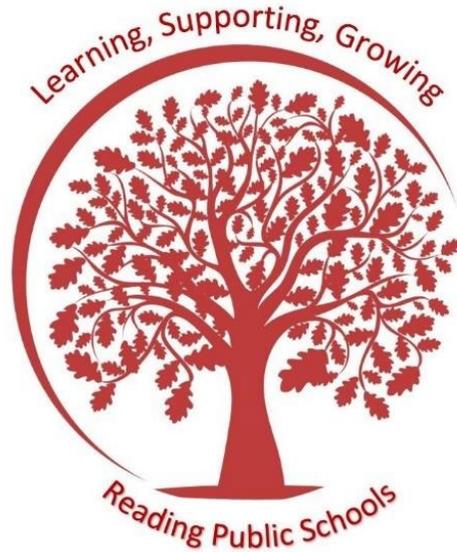


Reading Public Schools

School Committee Meeting Packet

June 22, 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: 2023-06-22

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 <ol style="list-style-type: none"> 1. Minutes (06-08-2023) 2. Reading Lacrosse Association Donation 3. J.W. Killam Elementary School Donation 4. FY22 EOYR Audit Report Reports <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. SEPAC Year-End Update
7:50 p.m.	C.	Personnel <ol style="list-style-type: none"> 1. SY22-23 Year-End Personnel Update
8:00 p.m.	E.	New Business <ol style="list-style-type: none"> 2. Recommendation and Vote to Appoint Director of Finance and Operations (A) 3. Learning and Teaching Year-End Update 4. Review Draft District Strategic Plan 5. Review and Approve Killam Principal Search Process (A) 6. Review and Vote to Approve FY23 Budget Transfers (A) 7. Review Legal Counsel Subcommittee Recommendation and Vote to Approve Special Education Counsel (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

		8. Letter in Support of PARC Grant Application (A)
9:30 p.m.	D.	Old Business 1. Consider and Vote to Approve the Contribution to Special Education Stabilization Fund (A) 2. Policy Updates – Review and Vote on Amended Policies: GCJ, DGA, DH, DI, DIE, DJ, DJA, DK (A) 3. Review and Vote to Revoke Policy DJG – Vendor Relations (A)
10:00 p.m.	C.	Personnel 2. Review and Approve Consensus Superintendent Summative Evaluation (A)
10:15 p.m.	E.	New Business 9. Annual School Committee Reorganization (A)
	F.	Information / Correspondence 1. Letter from William C. Brown
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

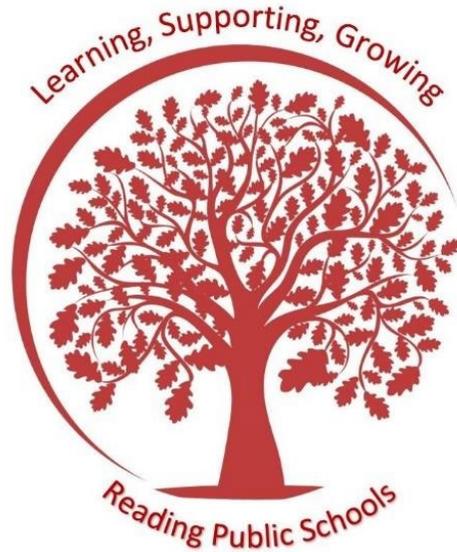
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Reading Public Schools

School Committee Meeting Packet

June 22, 2023



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2023-06-08

Time: 7:00 PM

Building:

Location:

Address:

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

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

Members - Not Present:

Others Present:

Superintendent Dr. Thomas Milaschewski, Assistant Superintendent for Learning and Teaching Dr. Sarah Hardy, Assistant Superintendent for Student Services Dr. Jennifer Stys, Director of Finance and Operations Susan Bottan, and Student Jayda Hayes

Minutes Respectfully Submitted By: Olivia Lejeune on behalf of the chairperson.

Topics of Discussion:

A. Call to Order – Mr. Brandt called the meeting to order at 7:05pm reviewing the agenda.

E. New Business

1. Staff Appreciation/Celebration

Dr. Milaschewski thanked everyone for joining this evening to celebrate and recognize those doing incredible work in the community. There were a variety of different awards and milestones that were recognized. The categories include Professional Teacher Status, 10 Years of Service, 20 Years of Service, Retirements, the RPS Distinguished Teaching Award, and the RPS Distinguished Staff Award. When recognizing retirements and those who received an award, a representative spoke on behalf of the recipient sharing some special comments. The full list of staff milestones can be found in the [packet](#).

2. Robockets Team Presentation/Demo

The Robockets Team (number 4761) presented an update on their year. The team discussed what they learned over the course of a season, how the team is funded, preseason events, build season, competitions, community events, post summer, summer work, and things team members go on to do after graduating from high school. At the end of the presentation, the team gave a robot demo first introducing Perry the robot and how it operates. Perry features a double-jointed arm while still being the smallest robot the team has built.

A question was asked about additional course work or programming the team believes could be useful to develop some of the prerequisite skills to compete at a higher level. The team believes shop or metal working classes would be helpful for students to come in with more of an understanding about what they will be doing when working on a robot. AP Computer Science classes are great for getting people into robotics from the start. The pathway courses offered by the high school are beneficial, and it would be great to add some higher-level courses.

The committee took a break at 8:35pm.

Mr. Brandt called the regular session back to order at 8:45pm.

Ms. Nazzaro motioned to move section E3 out of order. All in favor; vote passed 6-0.

E. New Business

3. RMHS Instructional Leadership Team Update

Dr. Milaschewski shared that across the district a focus area this year was to implement instructional leadership teams (ILTs) in each school. This work has been implemented by Mr. Kevin Tracey and Ms. Jessica Callanan at RMHS.

Ms. Callanan presented a brief opening discussing accomplishments and progress over the year. The team was able to provide consistent feedback aligned with the district strategic objectives. As for program development this year, there have been several programming initiatives created as well as an expanding of senior internships and introduction to pathways.

Ms. Callanan and several department heads reported updates to the following departments: English, Fine and Performing Arts, Health and Wellness, History – Social Studies, Math & Business, Science, Special Education, School Counseling, and World Languages.

As for looking ahead to the 2023-2024 school year, the team will be working on the following areas: holding an instructional leadership retreat in which they will discuss planned objectives, further implementation of grants, curriculum review, creation of a school wide professional development plan, program expansion such as ICP and dual enrollment, NEASC alignment with current work, and the school culture.

A question was asked regarding dual enrollment and the expectation that there would be multiple offerings of classes, but now there is only one. It was explained that dual enrollment classes are included in the program of studies, but there is an asterisk denoting the classes that will be offered in 2024-2025. There was a hope for one or two more offerings in the upcoming year, but Middlesex Community College is scaling back a bit. UMASS Lowell is more the direction we are leaning to with partnership as they are expanding their dual enrollment. There are cases where we might have a

pathway offered, but students do not need a particular course yet so it will be added at some point when the need is there for student progression.

4. Math Pathways Update

Ms. Heather Leonard and Ms. Allyson Williams presented on Math Pathways. The overview of the presentation discussed defining the work, steps taken so far, and a preview of upcoming steps. Ms. Leonard read the Mathematics Vision Statement which was built over the last two years and received feedback from all levels and departments. Over the 2021-2022 school year, a lot of work was done such as data collection and planning to set the team up for a productive 2022-2023 school year. After meeting with all secondary math teachers to solicit feedback, the group had a wide range of ideas about the challenges and perspectives of where we are currently and where we need to be. The team identified the purpose for a Pathways Community Committee. Ms. Williams read the Math Pathways Review and Community Math Pathways Committee Statement of Purpose. As for next steps, the team will select committee members, create a timeline that considers all aspects of course planning and budget seasons, and communication to the broader community.

5. RISE Program Review

Dr. Jennifer Stys and Director of Student Services Allison Wright presented an overview of the RISE Program Review. RISE will have a new Director Kerry Wilcox who was able to join the call. RISE started with an initial review last June and the methodology of the evaluation was based on a four-step approach including an initial visit, observations, interviews, and written documentation. The evaluators met with the entire RISE staff to clarify any questions and share commendations. As for recommendations, the evaluators would like to see more around the culture, communication and identity of RISE, hiring of another team chair, transition process from RISE to Kindergarten, improvement of application and screening process for students without disabilities, establishment of behavioral management systems, an updated curriculum aligning with kindergarten, and the reconfiguration of classrooms. With this evaluation, there are recommendations and things to improve upon, but we are ahead of some of these things which is commendable work.

The School Committee returned to the normal order of the agenda.

B. Public Comment – None

Consent Agenda

1. Minutes (05-25-2023)
2. RMHS Softball Support Team Donation
3. Young Women's League of Reading Donation
4. RMHS Unity Day Donation
5. Parker Middle School Natures Classroom Field Trip Request
6. MassHire MetroNorth Workforce Board's Student Internship Grants
7. Track and Field Meet Field Trip Request

Mr. Wise noted there was an edit made to May 25th minutes where it notes policy EIE, but it should note policy DIE which Olivia Lejeune has updated and will add to the revised packet. Ms. Nazzaro motioned to approve the consent agenda, seconded by Mr. Wise, vote passed 6-0.

Reports

1. Student – No report
2. Assistant Superintendent of Student Services – Dr. Stys reported tomorrow is Special Olympics out on the field starting at 9:30am. Tara Herlihy, who was recognized earlier tonight coordinates this event each year and we are very excited.
3. Assistant Superintendent of Learning & Teaching – Dr. Hardy reported Mary Ann Lynn has been hired as the interim K-8 STEM Coordinator. We are thrilled about this appointment. Mary Ann is well respected across the district. Thank you to Ms. Heather Leonard for all her work moving the program forward.
4. Director of Finance and Operations – Ms. Bottan reported the School Choice lottery took place on June 5th. There were 18 applications that were awarded placement which breaks down to four at the elementary level, six at the middle school level and eight at the high school level. Families will complete registration forms and if students arrive, we expect to generate \$82,500 in state reimbursement. As a reminder, in FY23 we generated \$42,500.
5. Superintendent – Dr. Milaschewski reported on the following personnel items:
 - a. With Principal Tracey’s resignation, we have appointed Ms. Jessica Callanan as the one-year interim high school principal. We will launch a full-time search in the fall. Following the one-year interim appointment, Ms. Callanan will return to her current role. We will convert Ms. Callanan’s current role to a one-year assistant principal role.
 - b. We reposted the Director of Finance and Operations position as a full-time and interim position. We are working through the process with the screening committee and hope to have an update at the June 22nd meeting.
6. Liaison/Sub-Committee
 - a. Ms. Gaffen – No report
 - b. Mr. Robinson – The Reading Coalition met last week receiving a report from the director. SWEC met as well and have expanded their role.
 - c. Ms. McLaughlin – The Student Services Legal Counsel Subcommittee met today for final interviews and will wrap up those final interviews next week with the expectation of bringing forward a recommendation at the June 22nd meeting.
 - d. Mr. Wise – No report
 - e. Ms. Nazzaro – The Killam Building Committee is completing paperwork which is due Wednesday for the OPM selection and that will allow us to be on the MSBA board meeting on July 10th to justify the selection of Terva.

- f. Mr. Brandt – The town’s Juneteenth Celebration is June 24th from 1-7pm on the common.

E. New Business

6. FY23 3rd Quarter and Projected Year-End Financial Report

Ms. Bottan stated a vote on transfers will take place at the June 22nd meeting. There is a full detailed report in the packet. Ms. Bottan highlighted we are projecting a year-end balance of \$285,000 which has stayed consistent throughout the year. We are seeing a surplus of \$740,000 which will be transferred from the special education budget to out of district placements. We anticipate a transfer of funds from the special education budget to technology for the purchase of enhanced cyber security which is a requirement by the town’s insurance company. Finally, Ms. Bottan touched on the full day Kindergarten account which has funds of \$621,000 to help support universal free full day kindergarten.

7. Review and Vote on Recommendation to Enter into Contracts with Extended Day Enrichment Programs

Dr. Hardy stated this recommendation comes after finding we had a wait list this year for extended day. Last year, we modified staff salaries, but it did not bring us up to the staffing levels needed to support the 531 students enrolled. There is a wait list of about 200 students going into next year. Director of Community Education Chris Nelson thought through alternative ways to expand capacity and eliminate the waitlist. This proposal allows us to do so and improves the opportunities offered to students. We will partner with various vendors who will come in on a rotating basis, allowing us to keep to our student to staff ratios, but bring in students on the wait list. We went through an RFP process, reviewed proposals and recommend these vendors. The additional tuition revenue will cover the cost of enrichments and we have a small amount from a healthy reserve in the extended day revolving account. As for sustainability, we have about two years of reserves in the revolving account to operate before considering a tuition increase.

Ms. Nazzaro motioned to enter into contracts with Extended Day Enrichment Programs. Mr. Wise seconded, vote passed 6-0.

8. Policy Updates - Review and Vote (A) on Amended Policies: GCJ, DGA, DH, DI, DIE, DJ, DJA, DK

The committee discussed whether to move forward with agenda items E8 and E9 or wait until the June 22nd meeting. Mr. Wise noted the one policy that could muster up discussion is policy GCJ – Professional Teacher Status. It could be beneficial to start the conversation and table everything after that.

Mr. Wise introduced Policy GCJ as there were concerns about how it was worded before. The committee had some discussion about the policy and made the decision to approve changes at the next meeting.

9. Review and Vote to Revoke Policy DJG – Vendor Relations (A)

Ms. Nazzaro motioned to table E8 and E9 until the next meeting on June 22nd. Mr. Robinson seconded, vote passed 6-0.

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

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

Meeting Adjourned 10:53pm.

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: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: June 15, 2023
RE: Vote to Accept Reading Lacrosse Association donation

Please vote to accept a donation of \$10,000 from the Reading Lacrosse Association to be allocated and paid as follows:

Assistant Boys Coach, Brendan Murphy - \$2,500
Assistant Boys Coach, Tyler Grace - \$1,000
Assistant Boys Coach, Jackson Fritz - \$1,000
Assistant Boys Coach, Doug Gibbs - \$500
Assistant Gils Coach, Samantha Pindara - \$2,500
Assistant Gils Coach, Steve Collins - \$2,500

Please find attached the award letter from Chuck Webberly, President of the Reading Lacrosse Association.

Thank you.

READING LACROSSE

C/O Judith T. Osborn
352 Park Street, Suite 201
North Reading, MA 01864

May 18, 2023

Thomas Zaya
Assistant Principal, Athletics & Student Activities
Reading Memorial High School
62 Oakland Road
Reading, MA 01867

RE: Reading Lacrosse Association Donation for RMHS Assistant Lacrosse Coaches

Dear Mr. Zaya,

Reading Lacrosse association is pleased to donate \$10,000 for assistant coaches for Reading Memorial High School's boys and girls lacrosse teams for the 2023 season.

Subject to your guidance and direction, we wish for the donation to be allocated and paid as follows:

• Assistant Boys Coach – Brendan Murphy	\$2,500
• Assistant Boys Coach – Tyler Grace	\$1,000
• Assistant Boys Coach – Jackson Fritz	\$1,000
• Assistant Boys Coach – Doug Gibbs	\$ 500
• Assistant Girls Coach - Samantha Pindara	\$2,500
• <u>Assistant Girls Coach – Steve Collins</u>	<u>\$2,500</u>
Total:	\$10,000

Kindly advise if this is acceptable, and if we will forward the check to your attention, payable to Town of Reading.

If you have any questions or require anything additional, please do not hesitate to contact me at cwebberly@structureconsulting.net or Judith Osborn 978-357-8466.

Very Truly Yours,



Reading Lacrosse Association
Chuck Webberly, President

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
FR: Susan Bottan, Director of Finance and Operations
DA: June 22, 2023
RE: Vote to Accept Donation for the J.W. Killam Elementary School

Please accept a \$200 donation to the J.W. Killam Elementary School from Elizabeth and Andrew Cunniff on behalf of the Killam Fifth Grade Class of 2023.

Thank you.

Memo

To: Reading School Committee

From: Sarah Leveque, Principal

Date: June 16, 2023

Re: Donation

The J.W. Killam Elementary School has received a donation of \$200.00 from Elizabeth and Andrew Cunniff on behalf of the Killam Fifth Grade Class of 2023. The money is for the purchase of full-sized flags that represent the diverse cultural backgrounds of the Killam students and families. The funding was raised throughout the year by the Killam fifth grade families and the Killam Parent-Teacher Organization (PTO).

Please accept this donation from the Killam Fifth Grade Class of 2023.

Thank you,
Sarah Leveque

Reading Public Schools

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



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

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
DATE: May 8, 2023
FR: Susan Bottan, Director of Finance and Operations
RE: Independent Auditor's Report on Applying Agreed-Upon Procedures for FY22 EOYR

Please find attached the Independent Accountant's Report on Applying Agreed-Upon Procedures to the FY22 End of Year Report, issued by Melanson. The auditor identified one finding, which was related to the amount of revenue of the AARP vote reported by the Town. The amendment to correct this error was processed in March, 2023.

Also attached is a three year summary of the EOYR from FY19 through FY22, for your reference.

Thank you.

READING PUBLIC SCHOOLS
END OF YEAR REPORT SUMMARY FY19 TO FY22

REVENUE	FY19	FY 20	FY 21	FY 22	Description	Comments
Previous Year Unused Encumbrance	\$338,687	\$25,861	\$50,791	\$155,389	Prior Year (FY21) Encumbrances eligible for NSS carried forward	
\$ Change prior year	\$265,160	-\$312,826	\$24,930	\$104,598		
% Change prior year	361%	-92%	96%	206%		
Total Local Sources	\$160,542	\$113,053	\$86,834	\$363,143	Medicaid Reimbursement	Improved reporting and captured missed opportunities from prior years.
\$ Change prior year	-\$42,332	-\$47,489	-\$26,219	\$276,309		
% Change prior year	-21%	-30%	-23%	318%		
Total State Aid	\$11,783,184	\$12,218,587	\$12,286,330	\$12,392,419	Circuit Breaker, MSBA, Charter School, Ch. 70	
\$ Change prior year	-\$1,260,685	\$435,403	\$67,743	\$106,089		
% Change prior year	-10%	4%	1%	1%		
Total Grants	\$1,750,218	\$1,722,978	\$2,687,716	\$3,106,950	Federal and State Grants	
\$ Change prior year	\$14,835	-\$27,240	\$964,738	\$419,234		
% Change prior year	1%	-2%	56%	16%		
Total Other Local Receipts & Private Grants	\$5,876,960	\$4,401,394	\$2,665,212	\$5,556,277	Private, Grants, Gifts, Fees	Participation increased, such as Athletics and Extended Day, post Covid.
\$ Change prior year	\$459,909	-\$1,475,566	-\$1,736,182	\$2,891,065		
% Change prior year	8%	-25%	-39%	108%		
Grand Total Revenue	\$19,909,591	\$18,481,873	\$17,776,883	\$21,418,789		
\$ Change prior year	-\$563,113	-\$1,427,718	-\$704,990	\$3,641,906		
% Change prior year	-3%	-7%	-4%	20%		
EXPENDITURES	FY19	FY 20	FY 21	FY 22	Description	Comments
Total School Committee	\$47,335,723	\$49,863,260	\$50,203,345	\$49,408,638		Double counted Facilities, as both Town and School expense, in prior years.
\$ Change prior year	\$3,121,239	\$2,527,537	\$340,085	-\$794,707		
% Change prior year	7.1%	5.3%	0.7%	-1.6%		
Total Town	\$13,547,065	\$13,271,168	\$13,925,842	\$13,859,867		Health Insurance for retired School Employees decreased by \$1M and debt service decreased \$160K
\$ Change prior year	\$113,288	-\$275,897	\$654,674	-\$65,975		
% Change prior year	0.8%	-2.0%	4.9%	-0.5%		
Fed and State Grants	\$1,777,630	\$1,749,837	\$2,650,939	\$2,676,130	METCO, IDEA, SPED, ECE, Titles &, Covid	
Circuit Breaker	\$943,846	\$1,058,331	\$1,360,990	\$1,328,409	Circuit Breaker	
Private Grants/Gifts	\$135,463	\$108,616	\$60,782	\$49,030	Gifts, Donations, Private Grants	
Revolving Accounts	\$5,442,230	\$4,565,959	\$2,996,515	\$4,343,171	Fees, Food Service, Extended Day, Athletics	
Total Grant and Special Funds	\$8,299,169	\$7,482,743	\$7,069,226	\$8,396,740		
\$ Change prior year	-\$86,247	-\$816,426	-\$413,517	\$1,327,514		
% Change prior year	-1.0%	-9.8%	-5.5%	18.8%		
Grand Total Expenditures	\$69,181,957	\$70,617,171	\$71,198,413	\$71,665,245		
\$ Change prior year	\$3,148,280	\$1,435,214	\$581,242	\$466,832		
% Change prior year	4.8%	2.1%	0.8%	0.7%		
NET SCHOOL SPENDING	FY19	FY 20	FY 21	FY 22		Comments
NSS Spending	\$57,403,293	\$59,298,344	\$61,076,117	\$59,475,514		
NSS Requirement	\$44,243,505	\$45,741,824	\$45,888,144	\$45,825,918		
\$ Over Requirement	\$13,159,788	\$13,556,520	\$15,187,973	\$13,649,596		
% Over Requirement	29.7%	29.6%	33.1%	29.8%		
% Change Prior Year	23.5%	3.0%	12.0%	-10.1%		
AVERAGE TEACHER SALARY AND REPORTED FT	FY19	FY 20	FY 21	FY 22		
Average Teacher Salary	\$76,855	\$81,254	\$83,378	\$84,264		
\$ Change prior year	\$976	\$4,399	\$2,124	\$886		
% Change prior year	1.3%	5.7%	2.6%	1.1%		
FTE Teachers EPIMS	317.9	315.2	316.1	322.7		
# Change prior year	12.3	-2.7	0.9	6.6		
% Change prior year	4.0%	-0.8%	0.3%	2.1%		



**INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING
AGREED-UPON PROCEDURES OVER COMPLIANCE APPLICABLE
TO MASSACHUSETTS SCHOOL DISTRICTS'
END-OF-YEAR FINANCIAL REPORT**

Independent Accountant's Report on Applying Agreed-Upon Procedures

To the Select Board and School Committee
Town of Reading, Massachusetts

We have performed the procedures enumerated below, which were agreed to by the management of the Town of Reading, Massachusetts (the Town), solely to assist the Town in evaluating the Town's compliance with the requirements applicable to the preparation and filing of the Town's End-of-Year Financial Report (EOYR) for the year ended June 30, 2022. The Town's management is responsible for its compliance with those requirements.

The Town has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose specified in the Massachusetts Department of Elementary and Secondary Education's (DESE) *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements* related to the End-of-Year Financial Report prepared by the Town for the year ended June 30, 2022. This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes. For purposes of performing these procedures, findings were reported only if they exceeded 3% of Line 1850 in the EOYR.

Our procedures and results are reported in the attached Schedule of DESE EOYR Compliance Supplement Testing and Results.

We were engaged by the Town to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the AICPA.

Merrimack, New Hampshire
Andover, Massachusetts
Greenfield, Massachusetts
Ellsworth, Maine

800.282.2440 | melansoncpas.com



We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on compliance with specified requirements. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the Town and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

This report is intended solely for the information and use of the Town of Reading, Massachusetts, and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads 'Melanson'.

Andover, Massachusetts
April 27, 2023

SCHEDULE OF DESE EOYR COMPLIANCE SUPPLEMENT TESTING AND RESULTS

DESE Compliance Supplement Requirements	Agreed-Upon Procedures	Results
General Compliance Requirements		
1. For All EOYR Schedules:		
<p>A. Ascertain if the financial information was prepared in accordance with the budgetary basis of accounting (e.g., modified accrual plus current year encumbrances minus expenditures of prior year encumbrances).</p>	<p>Obtained copies of the current and prior year accounting ledger reports with the School Department General Fund expenditures, including any outstanding encumbrances, and confirmed that the total expenditures reported on Schedule 1 of the EOYR consisted of current year expenditures and encumbrances, less prior year encumbrances.</p>	<p>Procedure performed without exception.</p>
<p>a. Trace the amounts reported to accounting and other records that support the audited financial statements and verify agreement or perform alternative procedures to verify the accuracy and completeness of the reports and that they agree with the accounting records.</p>	<p>Traced individual amounts reported to the underlying support (e.g., accounting ledger).</p>	<p>Procedure performed without exception.</p>
B. Trace non-financial data to records that accumulate and summarize data.		
<p>a. Perform tests of the underlying data to verify that the data was accumulated and summarized in accordance with the required or stated criteria and methodology, including the accuracy and completeness of the schedules. For Schedule 7, test eligibility criteria for reimbursable riders (pupils residing greater than 1.5 miles from their school</p>	<p>Non-financial DESE placement amounts reported on Schedule 4 were traced to report obtained from the District. Non-financial rider data reported on Schedule 7 were traced to detailed rider listings provided by the District.</p>	<p>Procedure performed without exception.</p>

of attendance).			
<p>b. When intervening computations or calculations are required between the records and the schedules, trace reported data elements to supporting worksheets or other documentation that link the schedules to the data.</p>	<p>Traced the number of students included in the summary rider listings reported on the EOYR back to the detailed transportation reports and confirmed the number of reimbursable and non-reimbursable riders reported on the EOYR were properly calculated.</p>	<p>Procedure performed without exception.</p>	
<p>C. Determine if the District's accounting system meets the following DESE requirements:</p> <p>a. Determine whether the District uses an accounting system that 1) provides for the reporting of all instructional costs by school location and 2) is in accordance with 603 CMR 10.03 (3)(a).</p>	<p>Obtained copies of the District's expenditure reports and observed that the District's accounting ledger account structure includes specific account segments for each school location.</p> <p>Obtained copies of the District's expenditure reports and reviewed to ensure that the accounting system is in accordance with 603 CMR 10.03 (3)(a).</p>	<p>Procedure performed without exception.</p>	
<p>b. Determine if the accounting system is supported by up-to-date written policies and procedures and that the policies and procedures are followed on a uniform and consistent basis.</p>	<p>Obtained a current set of policies and procedures related to the accounting system and determined that such policies are followed on a uniform and consistent basis.</p>	<p>Procedure performed without exception.</p>	
<p>c. Determine if the District maintains written policies and procedures related to the classification of salaries and expenses by program, function and object and that the policies and procedures are followed on a uniform and consistent basis.</p>	<p>Obtained a current set of policies and procedures related to the classification of salaries and expenses by program, function, and object and determined that such policies are followed on a uniform and consistent basis.</p>	<p>Procedure performed without exception.</p>	
<p>2. Obtain written representation from management that the reports provided to the</p>	<p>Obtained a signed Representation Letter from management which states that the reports</p>	<p>Procedure performed without exception.</p>	

auditor are true copies of the EOYR submitted or electronically transmitted to the Department.	provided are true copies of the EOYR submitted or electronically transmitted to DESE.	
3. Determine that the District submitted a signed Certification Statement.	Obtained signed Certification Statement submitted to DESE.	Procedure performed without exception.
4. Determine if amendments required from prior year's audit were submitted.	Inquired of the District if DESE required any amendments to be made. If so, reviewed DESE correspondence and documentation from the District that the required amendments were made.	Procedure performed without exception.
Specific Compliance Requirements		
I. Revenues		
A. Revenue from Local Sources		
1. Trace Revenues from Local Sources reported on Schedule 1 to the municipal and District accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree.	Traced revenues from Local Sources reported on Schedule 1 to revenue per the accounting ledger reports provided by the District. Traced local sources revenues reported in the District's accounting ledger to Local Sources reported on Schedule 1.	Procedure performed without exception.
C, D, and E. Revenues from Federal Grants, State Grants and Revolving and Special Funds		
2. Trace the revenue from state aid, federal grants, state grants, and revolving and special funds to the detail in District's accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree with the possible exception of revenue from state aid, federal grants and state grants, which are entered by the state based on allotments. Validate that the DESE	Traced state aid, federal grants, revolving and special funds revenues reported on Schedule 1 to accounting ledger reports provided by the District. Traced state aid, federal grants, state grants, revolving and special funds revenues reported in the District's accounting ledger to state aid, federal grants, state grants, revolving and special funds revenues reported on Schedule 1.	Revenue from federal grants was not reported and, as a result, line 481 was understated by \$1,566,430.

<p>Administered Federal Grant revenues entered on line 300 and the DESE Administered State Grant revenues on 510 match the final FY22 grant revenue file posted on the DESE EOYR website.</p> <p>Note: Amounts deposited in legally authorized revolving accounts (e.g. School Choice) cannot be transferred to the General Fund.</p>	<p>Traced state aid, federal grants and state grants reported on Schedule 1 to the amounts posted on the DESE website and the amounts reported in the District's accounting ledger.</p> <p>Verified that the DESE Administered Federal Grant revenues entered on line 300 and the DESE Administered State Grant revenues on 510 match the final FY22 grant revenue file posted on the DESE EOYR website.</p>	
<p>II. Expenditures</p>		
<p>A. By School Committee and B. By City or Town</p>		
<p>3. Trace the amounts reported for general fund education expenditures from Schedule 1, line 1850 to the municipal accounting ledgers and to the District accounting ledgers. Also, trace the expenditures reported on the District's accounting ledgers to expenditures reported on Schedule 1. These amounts should agree. If a crosswalk exists between the accounting ledgers and the EOYR, verify that the crosswalk agrees with the accounting ledgers in total and trace a sample of expenditures from the crosswalk to the accounting ledger.</p>	<p>Traced amounts reported for General Fund education expenditures from Schedule 1, line 1850 to the accounting ledger report.</p> <p>Traced the General Fund education expenditures reported on the District's accounting ledger to expenditures reported on Schedule 1.</p>	<p>Procedure performed without exception.</p>
<p>4. Trace the amounts reported for a sample of DESE functions (i.e., teachers, principals), object codes (i.e., professional salaries (01), other salaries (02), and other expenditures (04-06)) and DESE programs (i.e., regular day, special education, etc.) in Schedule 1 to the detail in the accounting ledgers or to the crosswalk, if applicable. These amounts</p>	<p>Selected a sample of DESE functions reported in Schedule 1 and traced the amounts reported by function, object code, and DESE program to the general ledger report.</p>	<p>Procedure performed without exception.</p>

<p>should agree.</p>	<p>5. Test Extraordinary Maintenance (4300) expenditures for the following: Verify that expenditures do not include salaries; verify that the expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement; and verify that expenditures classified as Extraordinary Maintenance (4300) do not exceed the per project per school dollar limit for extraordinary maintenance of \$150,000. Trace the expenditures to the detail in the accounting ledgers.</p>	<p>Obtained detailed expenditure report for Extraordinary Maintenance expenditures reported on Schedule 1 of the EOYR and verified that these expenditures do not include salaries and that these expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement, if applicable.</p>	<p>Not applicable as no amounts were reported.</p>
<p>6. Determine how expenditures for fringe benefits are assigned or allocated to Schedule 1 Employee Benefits, Insurance (5100, 5200).</p>	<p>a. Trace the reported cost to the detail in the accounting ledgers using the methodology indicated. These amounts should agree.</p>	<p>Traced expenditures reported for fringe benefits directly to the accounting ledger and/or other records (i.e., invoices, allocation schedules, written agreement between the Town and School Department indicating the agreed-upon allocation methodology, etc.).</p>	<p>Procedure performed without exception.</p>
<p>b. Determine if expenses are charged to 5150 Employee Separation Costs. If no expenses are charged inquire if any District employees retired in FY22. In the event District employees retired, there should be costs/expenses reported.</p>	<p>Verified the District separately reports Employee Separation Costs (5150). If no amounts were reported, inquired if any District employees retired in the current fiscal year.</p>	<p>Procedure performed without exception.</p>	<p>Procedure performed without exception.</p>
<p>c. Determine if the District reported Insurance for Retired Employees (5250) separately and appropriately.</p>	<p>Verified the separate reporting of Insurance for Retired School Employees (5250) and traced the amount reported to the accounting ledger.</p>	<p>Procedure performed without exception.</p>	<p>Procedure performed without exception.</p>
<p>7. If amounts are reported for Rental Lease of</p>	<p>Traced amounts reported for Rental Lease of</p>	<p>Traced amounts reported for Rental Lease of</p>	<p>Not applicable as no amounts were</p>

Equipment or Buildings determine if the required rental lease schedule is maintained locally.	Equipment or Buildings to rental lease schedule.	reported.
8. Verify that expenditures charged to lines 1683 or 2060, Short-term Interest RAN's (5400) relate exclusively to Revenue Anticipation Notes (RAN's).	Traced amounts reported on lines 1683 or 2060, Short-term Interest RAN's (5400) to supporting documentation and verified costs relate exclusively to Revenue Anticipation Notes (RAN's).	Not applicable as no amounts were reported.
9. Verify that expenditures charged to line 1684 or 2065, Short-term Interest BAN's (5450) relate exclusively to Bond Anticipation Notes (BAN's).	Traced amounts reported on lines 1684 or 2065, Short-term Interest BAN's (5450) to supporting documentation and verified that costs relate exclusively to Bond Anticipation Notes (BAN's).	Not applicable as no amounts were reported.
10. Identify expenditures reported as long-term School Construction debt for principal (8100) and interest (8200). Verify that BAN's are not included in these functions. Trace the reported costs to the treasurer's debt schedule. Trace the reported amount to the detail in the accounting ledgers. These amounts should agree. Note: If the District received a lump sum wait list or progress payment from the Massachusetts School Building Authority (MSBA), verify that the revenue was reported on line 130 and that expenses were reported for paydown of principal (8100) or Purchase of Land and Buildings (7100,7200) if applicable.	Traced amounts reported as long-term School Construction debt for principal (8100) and interest (8200) to the treasurer's debt schedule and to detail in the accounting ledgers and verified that BAN's are not included in these functions. If the District received a lump sum wait list or progress payment from the Massachusetts School Building Authority (MSBA), verified that the revenue was reported on line 130 and that expenses were reported for paydown of principal (8100) or Purchase of Land and Buildings (7100,7200).	Procedure performed without exception.
11. Trace the expenditures for tuition payments to other public-school Districts in state (9100), to out of state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school Districts (9500) to	Traced the expenditures for tuition payments to other public-school Districts in state (9100), to out of state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school Districts (9500) to the detail in the	Procedure performed without exception.

<p>the detail in the accounting ledgers. These amounts should agree. Note: If the District prepaid FY23 special education tuition, verify that prepaid tuition was not included as an FY22 expense. If the District prepaid FY22 tuition from FY21, that amount should be included as an FY22 expense.</p>	<p>accounting ledgers.</p> <p>Reviewed supporting documentation for prepaid special education tuition and verified that the District did not include FY23 special education tuition as an expenditure on the EOYR, but that if the District prepaid FY22 tuition from FY21, that amount was included as an FY22 expenditure on the EOYR.</p>	
<p>12. For municipal expenditures that result in services directly related to the school committee:</p> <p>a. Obtain a copy of a written agreement between the School Committee and municipal officials documenting agreed upon methodologies to be used when allocating, distributing or assigning Municipal expenditures to the District.</p> <p>b. Test the amounts reported using the documented methodology. These amounts should agree.</p>		<p>Procedure performed without exception.</p>
<p>13. Expenditures from Federal Grants, State Grants and Special Funds</p> <p>a. Trace amounts claimed as Circuit Breaker expenses on line 3080 column 7 to the accounting ledgers or journals.</p> <p>b. Determine if the District charged a restricted indirect rate to grants and indicate so in the report (including the rate charged).</p>	<p>Recalculated the amounts reported based on the written methodology previously obtained.</p> <p>Traced amounts reported as Circuit Breaker expenses on line 3080 column 7 to the accounting ledger.</p> <p>Through inquiry of personnel, determined if the District charged a restricted indirect rate to grants. If applicable, reported the grant and the rate charged.</p>	<p>Procedure performed without exception.</p> <p>Procedure performed without exception.</p> <p>The District did not charge a restricted indirect rate to grants.</p>
<p>Schedule 3</p>		
<p>14. For Schedule 3 expenditures:</p> <p>a. Verify that the District's accounting</p>	<p>Traced the amounts reported by school location</p>	<p>Procedure performed without exception.</p>

<p>system includes school location codes and trace the amounts reported by school location on the linked file to the accounting ledgers. These amounts should agree.</p>	<p>to the accounting ledger.</p>	
<p>b. If staff is assigned to more than one school, determine if the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by school location.</p>	<p>Through inquiry of personnel and review of payroll reports, confirmed that the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by school location.</p>	<p>Procedure performed without exception.</p>
<p>c. If allocations are used to assign staff salaries to schools, programs, functions, or objects, was the allocation supported by a documented methodology?</p>	<p>If allocations were used to assign staff salaries to schools, programs, function, or objects, reviewed allocation to ensure it was supported by a documented methodology.</p>	<p>Procedure performed without exception.</p>
<p>d. If allocations are used for non-salary expenditures, determine if the District maintains a documented methodology for consistency in application. Allocations are acceptable on Schedule 3 for non-salary expenditures although direct assignment or charging is preferable.</p>	<p>If allocations were used for non-salary expenditures, reviewed allocations to ensure it was consistent with the documented methodology.</p>	<p>Procedure performed without exception.</p>
<p>e. Ensure amounts reported as Districtwide expenditures cannot be assigned to a specific school.</p>	<p>Reviewed Districtwide expenditures to determine if they should be assigned to a specific school.</p>	<p>Procedure performed without exception.</p>
<p>Schedule 4</p>		
<p>15. Ascertain the methodology used to allocate, distribute, or assign special education costs to the placement categories on Schedule 4 and review the propriety of the methodology. Test the</p>	<p>Obtained the methodology used to allocate, distribute, or assign special education costs to the placement categories on Schedule 4. Determined through comparison that the methodology was consistent with prior years</p>	<p>Procedure performed without exception.</p>

<p>amounts reported on Schedule 4 using this methodology. These amounts should agree.</p>	<p>and is based on the number of special education students reported by placement code or direct expenditures reported by placement code. Recalculated the amounts reported on Schedule 4 based on the methodology.</p>	
<p>Schedule 7</p>		
<p>16. Trace the transportation expenditures reported on Schedule 7 to the transportation expenditures reported on Schedule 1. These amounts should agree. Determine the methodology used to allocate transportation expenditures on Schedule 7 and verify the accuracy of the allocations. Also, if applicable, verify that reimbursable expenditures have been reduced by transportation revenue received from students transported.</p>	<p>Traced transportation expenditures reported on Schedule 7 to transportation expenditures reported on Schedule 1.</p> <p>Obtained supporting documentation of the District's methodology used to allocate transportation expenditures on Schedule 7 and recalculated the amounts reported based on the methodology.</p> <p>If transportation fees are reported on Schedule 1, traced reimbursable expenditures reported to the underlying support (and ensured that expenditures were reduced by any transportation revenue received).</p>	<p>Procedure performed without exception.</p>
<p>17. Determine if there is adequate detail to support amounts reported (expenses and riders) for special education pupils transported outside the District.</p>	<p>Obtained supporting documentation to support amounts reported (expenses and riders) for special education pupils transported out the District.</p>	<p>Procedure performed without exception.</p>
<p>18. Trace the riders reported on Schedule 7 to the detailed transportation records and verify that the amounts reported on Schedule 7 are accurate and consistent with the detailed records.</p>	<p>Traced riders reported on Schedule 7 to the detailed transportation records.</p>	<p>Procedure performed without exception.</p>
<p>19. Determine if the District's accounting system separates costs in order to facilitate reporting as outlined in Schedule 7,</p>	<p>Reviewed the District's accounting system to ensure it can separate costs to facilitate reporting as outlined in Schedule 7, including in-</p>	<p>Procedure performed without exception.</p>

including in- or out-of-District, pre-school, non-public, school choice, charter school).	or out-of-District, pre-school, non-public, school choice, charter school).	
<p>a. Determine if reimbursable expenditures claimed on line 4283 Homeless to Outside the District and line 4285 Homeless from Outside the District are supported by adequate documentation.</p>	<p>Obtained supporting documentation for reimbursable expenditures claimed on Line 4283 for Homeless to Outside the District and Line 4285 for Homeless from Outside the District. As part of this procedure, determined foster care transportation was not claimed as homeless, and is reported appropriately on Line 4286.</p>	Procedure performed without exception.
<p>b. Verify that foster care transportation was not claimed as homeless and is reported appropriately on line 4286.</p>	<p>Determined foster care transportation was not claimed as homeless and is reported appropriately on Line 4286.</p>	Procedure performed without exception.
<p>If a cost allocation plan was used to determine reimbursable expenditures, review the propriety of the plan and test the expenditures reported.</p>	<p>If a cost allocation plan was used, obtained supporting documentation of the District's methodology to allocate reimbursable expenditures reported on Line 4283 and Line 4285 and determined through comparison that the plan was consistent with prior years and is based on the number of homeless students in each category.</p> <p>Recalculated the amounts reported on Line 4283 and Line 4285 based on the cost allocation plan.</p>	Procedure performed without exception.
Schedule 19		
<p>20. Determine if the school District has reported all changes to Schedule 19 Part A.1 — Appropriation by School Committee to the Department. Compare the final School Committee appropriation to Schedule 19 Part A.1 as filed/amended to determine if all changes were reported.</p>	<p>Traced final School Committee Appropriation amount per Line 7320 of Schedule 19 to supporting certified budget votes.</p>	Procedure performed without exception.
<p>21. Determine amounts budgeted in Schedule 19 Part A.2 are consistent with</p>	<p>Obtained documentation to support the amounts budgeted in Schedule 19, Part A.2.</p>	Procedure performed without exception.

<p>methodologies outlined in the agreement noted in procedure II A. 4 a. above.</p>	<p>Recalculated the amounts in accordance with the methodologies identified in procedure II A. 4 a. above.</p>	
<p>22. Determine that retiree health insurance (5250) is reported separately.</p>	<p>Observed Line 7490 to determine whether or not amounts were reported for retiree health insurance (5250).</p>	<p>Procedure performed without exception.</p>

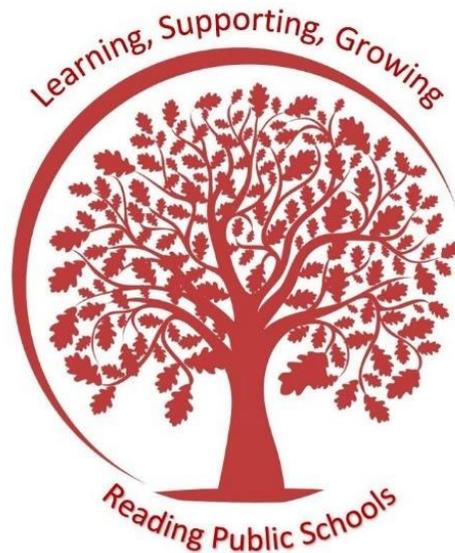
SUPPLEMENTARY INFORMATION

In accordance with Step 13b in the Department of Elementary and Secondary Education's *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements*, the Town did not charge a restricted indirect cost rate to grants.

Reading Public Schools

School Committee Meeting Packet

June 22, 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: Dr. Thomas Milaschewski, Superintendent
DATE: June 21, 2023
RE: Director of Finance and Operations Recommendation

At the June 22, 2023, School Committee Meeting, I will be making a recommendation to hire Dr. Derek Pinto as our next Director of Finance and Operations. If the School Committee approves the recommendation, we will engage in contract negotiations with an anticipated start date of late July. Currently the Vice President of Finance and Administration at Lasell University, Dr. Pinto manages the university's \$90M budget and operational departments, including facilities, information technology, and food services. Prior to his time at Lasell, Dr. Pinto held a variety of roles in public education in California, including elementary teacher, elementary and middle school principal, and district Chief Business Official. We are extremely excited at the possibility of adding a candidate of Dr. Pinto's leadership experience and caliber to our district. During the School Committee meeting, I will review our search process for the Director of Finance role and share more information about Dr. Pinto and his candidacy. Please find Dr. Pinto's resume included in the School Committee packet.

A special thank you to the Screening Committee Members: Mr. Thomas Wise and Mr. Charles Robinson (School Committee Members), Mr. Kevin Tracey (RMHS Principal), Ms. Jessica Bailey (RTA President), Ms. Sharon Angstrom (Finance Director/Town Accountant), Ms. Catherine Franzetti (Director of School Nutrition), Ms. Katelyn Finnegan (Business/Finance Analyst), Mr. Julian Carr (Network Administrator), Mr. Joe Huggins (Director of Facilities), Mr. Ed Ross (Finance Committee Chair), and Mr. Jared Stanton (RPS Parent).

DEREK PINTO M.B.A., Ed.D.

PROFESSIONAL SUMMARY: Vice President Administrative Services with 17 years of administrative experience complemented by 6 years of classroom instruction. Experience spans K-12/University level, urban/rural education settings, affluent/impooverished communities and includes international work. Additional business experience with high-profile multi-national companies in the technology and consumer goods industries. Seeking Director of Finance & Operations role with vibrant, diverse, innovative colleagues at Reading Public Schools.

EDUCATION

Doctorate, Educational Leadership	CSU San Bernardino, CA	2009-2014
Master of Arts, Educational Administration	CSU San Bernardino, CA	2003-2005
Master of Business Administration	McGill University, Montreal, Canada	1998-2000
Bachelor of Education	York University, Toronto, Canada	1993-1994
Bachelor of Arts (Hons. Public Policy & Admin.)	York University, Toronto, Canada	1989-1993

EDUCATION EMPLOYMENT EXPERIENCE

Lasell University VP Finance & Administration/CFO; VP Administrative Services **2021-present**

As VPFA/CFO, managed \$90M budget, \$56M endowment, on a 54-acre, 58 building campus with 300 FT/PT Staff/Faculty. Responsible for ensuring the financial integrity of the University and advising the President on all matters of fiscal security, accountability, financial planning, and the stewardship of resources. As VP Administrative Services, responsibilities included oversight of: the bookstore, campus shuttle, capital expenditures, facilities & sustainable management, food services, information technology, insurance, risk management, mailroom. Collaborated with auxiliary services, public safety.

Key Accomplishments:

- Member of Senior Management Team, Board Committees (Finance, Investment), Administrative Council
- Worked on strategic plan and direction of the university, oversight of the university's participation in collaboration with other organizations including edHealth (a medical insurance consortium) the Boston Consortium for Higher Education, the Green Mountain Higher Education Consortium
- Negotiation and execution of various contracts on behalf of the University to include food services and software Saved approximately \$1.25M in the first 9 months of work (contract negotiations and dept restructuring)

Peralta Community College District Vice President, Administrative Services, Laney College **2018-2021**

Campus Assistant CEO under direction of the College President. Oversight of Fiscal Services, IT Services, Facilities & College Operations and Food Services. Responsibilities included: budget development, fiscal operations/accountability, construction/renovations projects, central cashiering, bookstore, campus human resources, payroll & accounting, custodial services, 40+ staff. Budget \$57M, 60-acre campus, (562,927 outside gross sq.ft.), 11,500 FT/PT students, 400+ faculty.

Key Accomplishments:

- Served on the Executive & President's Cabinet, Management & College Council
- Worked collaboratively with stakeholders on strategic initiatives, including disbursement of \$12.1M in Higher Education Emergency Relief Funds. Led the Budget Advisory Committee (faculty/classified/students) in establishing the budget augmentation process. Established new workflow processes including stipends, travel, common rubrics for resource allocation

John Swett Unified School District Chief Business Official **2015-2018**

Responsible for the business operations of the district under direction of the Superintendent. Oversight of the district budget, accounts payable/receivable, payroll, maintenance & facilities, transportation, and food service functions. Worked closely with Directors of Special Education & Technology, site principals and bargaining unit leadership to direct fiscal, personnel, and material resources to support students and staff.

Key Accomplishments:

- District team leader for two school construction bonds \$40.2M and \$22.0M passed November 2016, largest in the school district's 90+ year history
- Captured additional revenue sources for the district \$360,000 for years 2017-2023; \$30,000+/year to 2024-2034
- Successfully crafted a Board and County approved reduction plan restoring fiscal solvency and positive certification

Tustin Unified School District Principal (K-5/PreK-SDC) Ladera Elementary **2011-2015**

Key Accomplishments:

- Entrusted with the oversight of 42,000sq. ft. of facilities, 10 acres of grounds, approximate value \$20 million
- Helped pass Measure "S" technology bond \$135MM over 30 years California Distinguished School Recipient 2014; California Businesses for Excellence in Education Honor Roll, 2011-2014; Orange County Register Silver Medalist 2011

Silver Valley Unified School District

Principal (K-8) Yermo School

2008–2011

Key Accomplishments:

- Served on the district Strategic Plan design team, Budget Committee and district negotiations team
- Wrote state/federal *Gaining Early Awareness & Readiness for Undergraduate Programs* grant (1/45 CA schools)
- Successful grant writing: Reading by 9; Safe School Ambassadors
- Summer principal for two K-12, 1 SDC site (Fort Irwin National Training Center)

Berryessa Union School District

Assistant Principal, Morrill Middle School

2005–2008

Key Accomplishments:

- Superintendent's Advisory Council, district negotiations team, Budget Advisory Council,
- Successful grant writing: San Jose After School Program
- Part-time employment while with **BUSD**: Summer principal 2006; **Santa Cruz City Schools**: Summer Principal grades 7-12; **National University, part-time Masters' faculty**: taught course *Supervision and Evaluation of Instruction*; **Santa Clara County Office of Education**: Review/approval of electronic resource materials

TEACHING EXPERIENCE

2003-2005

Fontana Unified School District

Teacher, Maple Elementary School

- Selected for Aspiring Administrators Academy, on School Leadership Team, School Principal designee
- Multiple Subject Clear: passed CBEST, RICA, CSET, completed BTSA, Achieved *Highly Qualified* Status

CORPORATE EMPLOYMENT EXPERIENCE

2000-2003

Xerox Canada Incorporated

Account Manager, Toronto, Canada

- Maintained relations with CEO level contacts in 19 accounts, awarded manager for the quarter (Jan-Mar 2003) Carried plans of \$862K/\$1.3M in the retail market

Compaq Canada Corporation

PC Client Specialist, Toronto, Canada

- Experience in Manufacturing, Retail, Telecommunications, Finance and Public Sector clusters. Shared product innovations and provided strategic direction for the implementation of technology projects for 50+ high profile accounts. Supported account clusters with over \$10M/quarter of business

Kimberly-Clark Incorporated

Sales Representative, Toronto, Canada

- Effectively built rapport and managed relationship between the corporation, vendors and consumers. Responsible for over \$7M of business done by 150 accounts in 7 cities

INTERNATIONAL TEACHING EXPERIENCE

1994-1998

Technos International College

Teacher/Assistant Director, Tokyo, Japan

- Taught, observed, evaluated approx. 400 juniors/seniors weekly (26 classes/week)
- Assisted Director in implementing curriculum & resources. Recruitment, selection & orientation of staff

English Language Education Council

Teacher/Consultant, Tokyo, Japan

- Responsible for the management of multiple community center English programs

CREDENTIALS/CERTIFICATIONS

Chief Business Official Boot Camp

California Association of School Business Officials

2016

Business Academy

Association of California School Administrators

2015

Chief Business Official Mentor Program

Fiscal Crisis Management Assistance Team

2015

Personnel Academy

Association of California School Administrators

2012

Clear Administrative Credential

Santa Clara County Office of Education

2007

Cross-Cultural Language & Academic Development Cert. *University of San Diego, CA*

2005

SKILLS & RELEVANT ACCOMPLISHMENTS

Student centered leadership, with highly developed skills in communications, project management and relationship building. Ability to manage conflict with an interest-based approach. Aptitude for analytical and strategic thinking. Talent for delivering polished written and oral presentations.

Leadership: Elected ACSA Board: VP Elect Public Relations Region 17 (TUSD); Bond/Negotiations teams (JSUSD)

Communications: Presented academic/business related items to: Superintendent, Cabinet, Board and general public

Project Management: Local Control Accountability Plan development team; Workers' Compensation; Audits

Relationship Building: Appointed to PTO/PTA Coordinating Council; Site/District representative for community events

INTERESTS & PROFESSIONAL MEMBERSHIPS **Association Member:** Association of Chief Business Officials, Association of California School Administrators, California Association of School Business Officials; **Scholarships:** Horace Mann Scholarship ACSA Region XVII (2015), ACSA Academy Scholarship ACSA Region VI (2016); **Sports:** Long-distance running

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

TO: Reading School Committee
FROM: Dr. Sarah Hardy, Assistant Superintendent
DATE: June 15, 2023
RE: Learning & Teaching Year End Update

At the June 22, 2023 School Committee meeting, I will present an update from the Office of Learning and Teaching reviewing highlights from the 2023-2024 school year in the areas of professional development, curriculum review, and curriculum implementation.

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

TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
DATE: June 15, 2023
RE: 2023-2025 District Strategic Plan

We will present an overview and key information from the 2023-2025 District Strategic Plan during the June 22nd School Committee meeting. This plan outlines the district's goals, priorities, and initiatives and includes action plans for how we will achieve them. This plan was crafted collaboratively by a variety of district stakeholders who developed the ideas for the plan, revised the plan, and provided input and feedback on the plan. This plan will be updated over the next several years as we continue to move our various improvement efforts forward. An electronic version of this plan can be found through this [link](#) and a hard copy is available in the packet.

Thank you.



READING PUBLIC SCHOOLS - DISTRICT STRATEGIC PLAN 2023-2025

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.



Reading Public Schools 2023-2025 Strategic Objectives

Strategic Objective 1: Supportive, Equitable, and Safe Learning Environment (Leads: Jen Stys, Sarah Marchant, Allison Wright, Emma Costigan, Lynna Williams, Mary Giuliana, Ally Sarno, Ann Ozanian)

Strategic Objective 2: Coherent Instructional Systems (Leads: Sarah Hardy, Caitlin Shelburne, Heather Leonard, Erin Burchill, Jess Callanan, Liam Loscalzo)

Strategic Objective 3: School Operations (Leads: Susan Bottan, Kevin Tracey)

Strategic Objective 4: Family and Community Engagement (Leads: Alissa Gallegos, Theresa Wiggins, Barbara Best, Erica McNamara, Jessica Callanan, Karen Hall, Lisa Egan, Lynna Williams, Sarah Hardy, Sudeshna Chatterjee)

Strategic Initiatives

Supportive, Equitable and Safe Learning Environments	Coherent Instructional Systems	School Operations	Family and Community Engagement
<u>1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress</u>	<u>2.1. Enact Special Education Multi-Year Improvement Plan</u>	<u>3.1. Review key operational procedures and processes</u>	<u>4.1. Strengthen family/school partnerships</u>
<u>1.2 Build valid data collection systems and analysis procedures</u>	<u>2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)</u>	<u>3.2. Leverage and optimize all resources including staffing roles and schedules, and funding</u>	<u>4.2. Strengthen equitable family engagement: supports and connections for Multilingual Learners, Black and Brown, and Economically Disadvantaged Students and Families</u>



<u>1.3. Create, refine and align safety centered process and protocols</u>	<u>2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)</u>	<u>3.3. Refine human resources systems of recruitment, retention, and attendance</u>	<u>4.3. Create a Children's Cabinet to bring together key leaders that serve children and youth</u>
<u>1.4 Build coherence within METCO Program</u>	<u>2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families</u>	<u>3.4. Collaborate with MSBA and the Reading community to enable the build of new Killam Elementary School building</u>	
<u>1.5 Build coherence in MLL Programming</u>	<u>2.5 Design a high-quality system of professional learning for RPS</u>		
	<u>2.6 Define a vision for district's educational/ administrative technology and opportunities to braid current district resources (Tech Plan)</u>		

Family and Community Engagement District Plan

School Committee

June 22, 2023

Presented By:

Barbara Best, Candidate, Doctor of Education Leadership, HGSE

Theresa Wiggins, Educational Consultant, Village Parenting



Family Engagement Matters

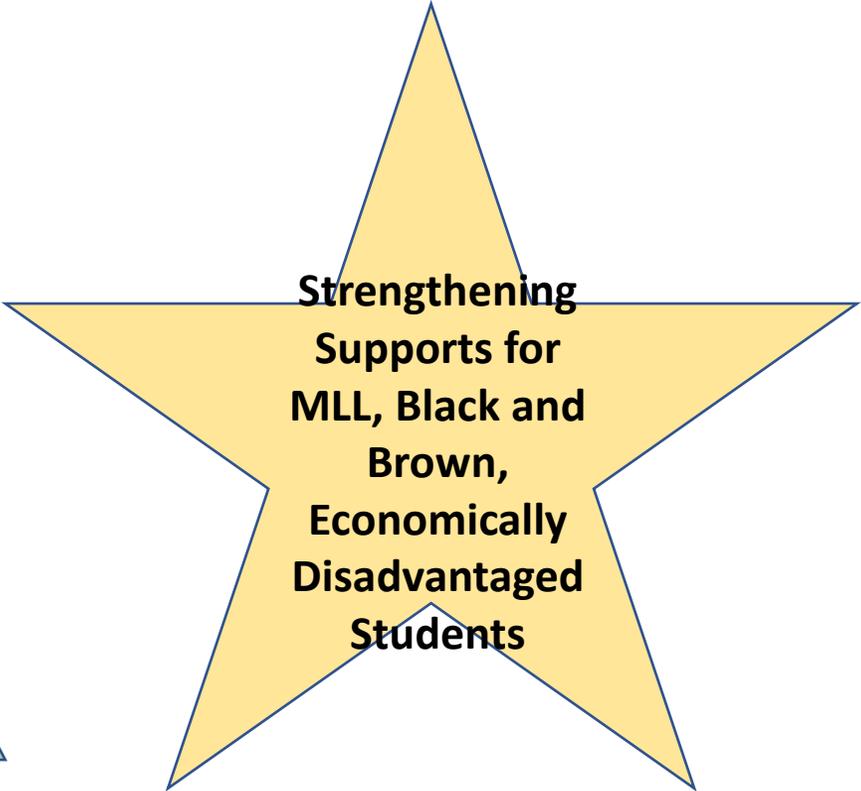
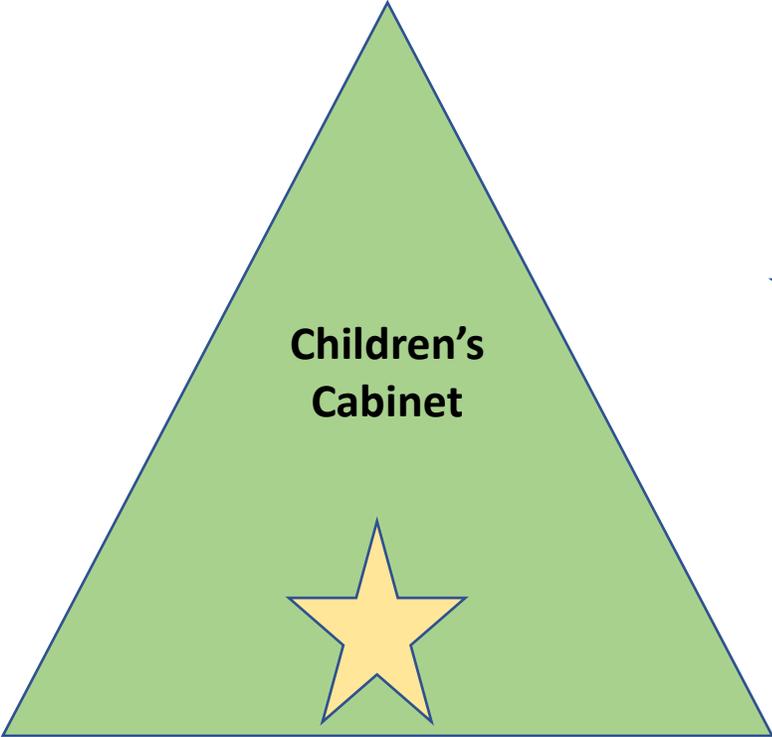
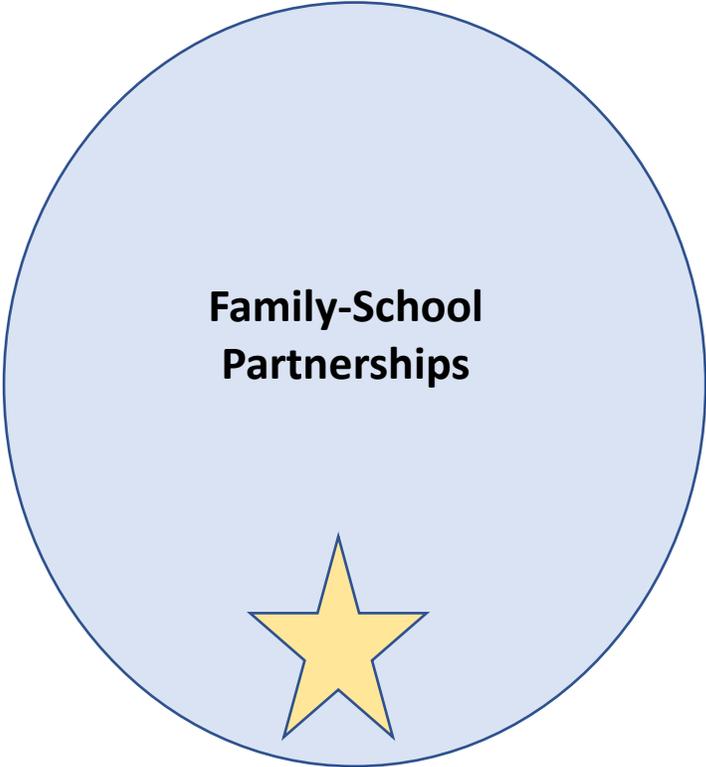
research compiled by Flamboyant Foundation

- Increased Student Achievement
- Reduced Absenteeism
- Improved Student Attitudes Towards Learning
- Better Social Skills and Fewer Behavior Problems
- Reduced Drop Out Rates and Higher Graduation Rates
- Higher Expectations from Teachers
- Improved Student Teacher Relationships
- Increased Trust Between Teachers and Parents
- Increased Cultural and Community Awareness
- <http://flamboyantfoundation.org/wp/wp-content/uploads/2011/06/Outcomes-research-11-12-10.pdf>

Collaboratively Imagined and Developed

School

Three Pillars



Q & A

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
DATE: June 15, 2023
RE: Killam Principal

This past week, Killam Principal, Sarah Leveque, shared her with the Killam community that she will be transitioning away from her role at the end of the 2022-2023 school year. On behalf of our district, we thank Principal Leveque for her outstanding leadership in our community over the past 7 years and wish her the best in her next chapter. We know that she has positively impacted so many students, staff, and families during her tenure at Killam.

During the June 22nd School Committee meeting I will be sharing a draft of the upcoming search process to fill the Killam Principal position. This presentation will include draft timelines and strategies to engage our community in the process. I am looking forward to the feedback from the Committee.



Killam Elementary Principal Search

The Screening Committee will be facilitated by Dr. Tom Milaschewski, Superintendent, and Michelle Roach, Human Resources Director. To the extent possible, the composition of the committee will represent the many constituencies that comprise the Killam Elementary School Community. All information and discussions by screening committee members are confidential and cannot be shared during the process or after the process is complete.

Screening Committee Members

- District Administrator
- District Principal
- School Committee Member
- 4 Killam Staff Members
- 4 Killam Parents/Caregivers

Date*	Time	Event
June 13	8:00 AM	Full-Time position posted on TalentEd; SchoolSpring; Indeed; LinkedIn; Massachusetts Association of School Superintendents; Massachusetts Partnership for Diversity in Education; The Teacher's Lounge; NESDEC; 19 New England-based colleges/universities
June 15	3:00 pm	Killam Elementary staff meeting to discuss search process and qualities of a new leader
June 15		Community survey and outreach for Screening Committee participation
June 22	5:30 pm	Organizational meeting with Screening Committee (virtual)
June 22	6:00 pm	Virtual community meeting (open to students and families) to discuss search process and qualities of a new leader
June 22	7:00 pm	School Committee review of process and timeline
June 27	11:59 pm	Final date for submission of application
June 29		First round candidate interviews by Screening Committee, finalists recommended
June 29		Finalist candidates selected
July 6 - 7		Finalist candidate interviews by Superintendent, Central Office Leadership Team; Killam Elementary site visit; meet with group of Killam staff; Reference checks conducted
Week of July 10		Offer extended to selected final candidate

*Dates are tentative and subject to change based on candidate availability

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: June 8, 2023
Re: FY23 Third Quarter Financial Report and Projected End Year Status

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

Please find on the pages to follow a financial overview of the School Department's FY 2023 Third Quarter Report, which spans the period from July 1, 2022 through March 31, 2023, and provides a projection of end-year fund balances by Cost Center. The Quarter 3 Financial Report and Projected End Year Status will be presented to the School Committee on June 8, 2023.

This Quarterly Report is organized into four sections:

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

The final FY23 Quarter 4 Financial Report through June 30, 2023 will be presented to the School Committee after the close of the fiscal year.

Please contact me if you have any questions or would like more information related to the FY23 Third Quarter Financial Report and Projected End Year Status.

Thank you.

FY23 THIRD QUARTER FINANCIAL REPORT

1. Financial Summary of the Operating Fund by Cost Center

READING PUBLIC SCHOOLS
FY23 THIRD QUARTER FINANCIAL REPORT

Cost Center	FY23 Original Budget	Budget Transfers	FY23 Revised Budget	FY23 Q3 Expenditures	FY23 Q3 Encumb./Req.	FY23 Q3 Available	FY23 Q3 % USED	FY23 Remaining Requirement	FY23 Projected End Year Balance	Recommended Budget Transfers	FY23 Projected End Year Balance
Administration	1,303,760 2.5%	0	1,303,760	954,300	78,497	270,963	79.2%	263,163	7,800	-	7,800
General Education	29,704,746 57.4%	854	29,705,173	19,450,366	288,819	9,966,415	66.5%	10,611,415	(645,000)	645,000	-
Special Education	16,931,568 32.7%	-41,590	16,889,978	9,155,507	2,030,009	5,704,463	66.2%	4,686,332	1,018,131	(740,000)	278,131
District Wide:											
Health Services	801,949	40,736	842,685	550,884	13,007	278,794	66.9%	278,794	-	-	-
Extra Curricular	69,548	0	69,548	81,744	4,911	-17,107	124.6%	(17,107)	-	-	-
Athletics	691,105	0	691,105	758,047	60,697	-127,639	118.5%	(127,639)	-	-	-
Technology	659,842	0	659,842	450,646	33,556	175,639	73.4%	210,639	(35,000)	35,000	-
Sub-total District Wide	2,222,444 4.3%	40,736	2,263,180	1,841,321	112,171	309,688	86.3%	344,688	(35,000)	35,000	-
School Facilities	1,620,845 3.1%	0	1,620,845	1,166,270	123,425	331,150	79.6%	391,150	(60,000)	60,000	-
GRAND TOTAL	51,783,363	0	51,782,936	32,567,763	2,632,921	16,582,679	68.0%	16,296,748	285,931	-	285,931

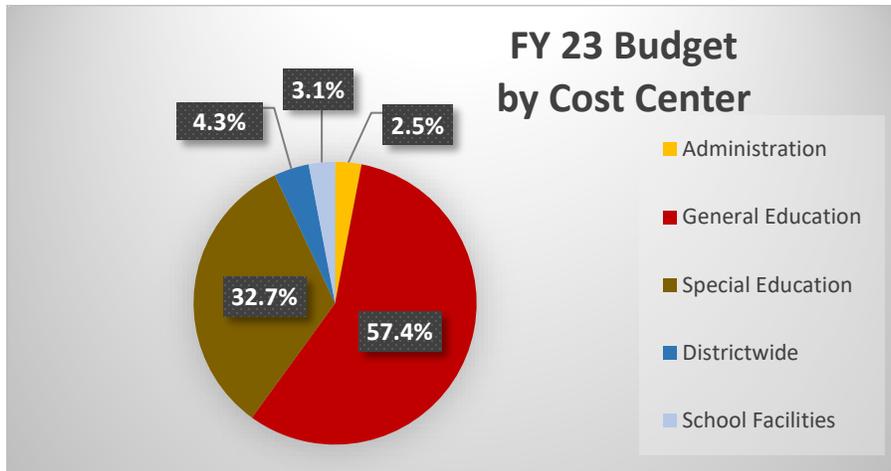
At the end of Quarter 3, 68.0% of the appropriated funds had been expended and, at this time, \$285,931 is projected for the end-year balance. Just as noted in prior quarterly reports, the projected balance continues to fluctuate slightly, especially during the final quarter of the fiscal year as the final payroll and accounts payable warrants are processed and purchase orders are reduced or closed. During the last quarter, factors that will have an impact on the projected balance include changes in student services, substitute coverage, custodial overtime, and needs for supplies, materials, and equipment. Please note, the Q3 balances that appear in the table above for Extra Curricular and Athletics are negative because user fees in the form of budget offsets are not processed until Q4. Projected offsets are defined by account name in the Revolving Funds table on page 9.

As a result of Town Meeting's vote to establish the Special Education Reserve Fund on April 27, 2023, the School Committee may allocate a portion of the remaining end-year balance to the Reserve Fund to pay for, without further appropriation, unanticipated or unbudgeted costs of subsequent years' special education services including out-of-district tuition and transportation. At the close of FY23, the balance of funds, net of the Special Education Reserve Fund transfer, will be turned back to the Town to supplement Free Cash for future appropriation.

The format of this financial overview begins with an overview of the accounts that comprise each cost center and a summary of each center's financial status, followed by a recommendation for end-year budget transfers and a summary of funding sources that support the Reading Public Schools activities: Grants, Revolving Accounts, and Student Activity Accounts.

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

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



Administration – Budget makes up 2.5% of total appropriation.

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

At the end of Quarter 3, 79.2% of the appropriated Administration Cost Center budget had been expended and encumbered. A positive balance of \$7,800 is projected at year-end. This balance was driven by savings generated from shifting the requirement of physical examinations for all new employees to job-related requirements. The savings assisted in paying for the first annual Community Report’s publication and mailing and the digitizing of inactive staff files, which has allowed the district to increase storage space for curriculum materials and plan for the future relocation of a larger Robotics Studio.

Regular Day – Budget makes up 57.4% of total appropriation.

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

At the end of Quarter 3, 66.5% of the appropriated Regular Day Cost Center budget had been expended and encumbered. Through sustainable savings from the salary differential between incoming and outgoing staff, we allocated funds this year to support the following:

- conducted ELA and math vacation academies for students in grades 2-8
- provided mentoring to school principals through a partnership with Salem State and participate in effective student scheduling training through the District Management Council
- expanded the role of the grade 9-12 Academic Coordinator to a Director position to focus on the new Academic Center at RMHS as well as develop Innovation Pathways for students supported by State grant funding and local business partnerships
- hired 1.5 FTE Multi-language learner teachers to support a surge in enrollment of beginner multi-language learners

A recommendation is included in this financial report to School Committee to approve a budget transfer to Regular Day to support the following end year investments:

- *renew technology devices to maintain five-year life cycle*
- *maintain balance in Full-Day Kindergarten revolving fund, which results in reducing the allocated of the FDK Offset*

Special Education – Budget makes up 32.7% of total appropriation.

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

At the end of Quarter 3, 66.2% of the appropriated Special Education Cost Center budget had been expended and encumbered. A positive end-year balance of \$278,131 is projected if the School Committee approves the Q4 recommended budget transfer. The projected end year balance reflects an anticipated balance of unused district tuitions budgeted to pay for potentially new placements. Factored into the Special Education Remaining Requirement is a pre-payment of \$980,000 for FY24 out of district tuition fees. Massachusetts General Laws allow out of district pre-payments of up to three months of any approved private placements and up to 100% of collaborative placements in which students are attending. Prepayment of special education private day and collaborative out of district placements is a practice used over the last several years in Reading as well as in other school districts.

As reported in the prior quarterly reports and in the FY24 budget narrative, sustainable savings this year have resulted in part by replacing the category of positions charged to the SPED 240 grant. By replacing licensed with hourly staff charged to the grant allowed the district to eliminate MTRS expenses and thus increase the availability of operating funds by \$80,000. This shift in no way has or will impact staff members' wages, retirement benefits, or employment status.

Delays in hiring licensed and hourly positions and unfilled substitute coverage for special education paraprofessional roles created savings that have been reallocated to address a need at Joshua Eaton for a 1.0 FTE SPED Learning Center Teacher to reduce large student groupings, at RISE for nursing services and an increase of the Director's position to 1.0 FTE, and to offset the SPED transportation costs that have exceeded the budget this year due to changes in student service needs and student placements.

A recommendation is included in this financial report to the School Committee to approve a budget transfer from Special Education to support Regular Day, Technology, and Facilities.

District Wide – Budget makes up 4.3% of total appropriation.

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

- Health Services – makes up 36% of the District Wide Cost Center and is comprised of a director of nursing, nurses, nurse substitutes, school physician consultant services, medical supplies, testing equipment.
- Extracurricular – makes up 3% of the District Wide Cost Center and is comprised of an assistant principal (.25 FTE), advisor stipends, transportation, membership, supplies, equipment.
- Athletics - makes up 31% of the District Wide Cost Center and is comprised of an assistant principal (.50 FTE), secretary, coaches, officials, transportation, venue rental membership, supplies, equipment, uniforms.
- Technology – makes up 30% of the District Wide Cost Center and is comprised of a network administrator, computer technicians, Internet services, software and licensing, clocks, bells and telephones, network infrastructure repair, maintenance, supplies, equipment.

At the end of Quarter 3, 86.3% of the appropriated District Wide Cost Center budget had been expended and encumbered. A total end of year breakeven balance is projected.

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

- Health Service – projected break-even balance is anticipated at the end of the fiscal year. A nurse was hired in FY23 to meet an unanticipated need to meet required services through a 504 accommodation. Funds were approved and transferred in Quarter 2.
- Extracurricular – a break-even balance is projected at the end of the fiscal year.
- Athletics – a break-even projected balance is expected at the end of the fiscal year. Within the Athletics Cost Center, a projected shortfall is anticipated in transportation. However, through expenditure savings and support by the Athletic Revolving Account, the shortfall will be covered.
- Technology – a projected shortfall of (\$35,000) is projected at the end of the fiscal year, driven by new compliance requirements by the Town’s insurance company to protect our network and fiscal operation.

A recommendation to process a budget transfer from Special Education to Technology is included in this report to support the expansion of cybersecurity software required by MIAA before July 1 in collaboration with the Town.

School Facilities – Budget makes up 3.1% of total appropriation.

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

At the end of Quarter 3, 79.6% of the appropriated budget had been expended and encumbered. A break-even balance is anticipated. Within the Facilities Cost Center, salary exchange savings have been re-allocated to purchase additional handheld radios and prepare instructional spaces for individual and small student groups at Barrows Elementary School and Parker Middle School and workspaces for districtwide curriculum, student services, and Assistant Principals at Birch Meadow Elementary School and Coolidge Middle School.

A recommendation to transfer savings to Facilities is reflected in this report. The budget transfer will be used during Q4 to prepare instructional spaces for individual and small student groups and workspaces for districtwide curriculum, student services, and Assistant Principals.

3. Recommendations for Quarter 3 Budget Transfers between Cost Centers

Please find below a summary of the recommended budget transfer that will allocate available funds in Special Education Out of District Tuition to the Regular Day, Technology, and Facilities Cost Center in which we expect to incur the expenses:

Recommendations for Budget Transfers:

Transfer from: (\$740,000) Savings from Special Education Cost Center

Transfer to \$645,000 to Regular Day Cost Center (for end year technology renewal and reduced FDK Offset)
 \$ 35,000 to Technology Software (for compliance with Insurance requirement for expanded Cyber Security)

\$ 60,000 to Facilities (for instructional and office space refinements)

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

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

Grants

All FY 23 grants awarded to the Reading Public Schools have been approved by the School Committee. Some grants are expended across fiscal years. Please find below Quarter 3 Financial Overview and End Year Status for all grants with beginning balances or awarded in FY23:

FY23 THIRD QUARTER FINANCIAL REPORT AND END YEAR STATUS- GRANTS															
Grant	FY20				FY21			FY22				FY23			
	Beginning FY23 Year Balance	Q3 Expended & Encumb.	Remaining Requirement	Projected End Year Balance	Beginning FY23 Year Balance	Q3 Expended & Encumb.	Projected End Year Balance	Beginning FY23 Year Balance	Q3 Expended & Encumb.	Remaining Requirement	Projected End Year Balance	Amount of FY23 Award	Q3 Expended & Encumb.	Remaining Requirement	Projected End Year Balance
STATE METCO*					\$ -	\$ -	\$ -	\$ 238,005	\$ 238,005	\$ -	\$ -	\$ 815,699	\$ 384,326	\$ 333,621	\$ 97,752
Dept. of Public Health												\$ 40,000	\$ 3,880	\$ 36,120	\$ -
ASOST												\$ 45,000	\$ 45,000	\$ -	\$ -
ROBOTICS EARMARK												\$ 25,000	\$ 20,869	\$ 4,131	\$ -
PROFICIENCY-BASED OUTCOMES IN LANGUAGES OTHER THAN ENGLISH												\$ 13,000	\$ 6,125	\$ 6,875	\$ -
INNOVATION PATHWAYS PLANNING												\$ 25,000	\$ 19,163	\$ 5,837	\$ -
MYCAP DEVELOPMENT												\$ 4,500	\$ -	\$ 4,500	\$ -
NEW ENGLAND DAIRY												\$ 7,500	\$ -	\$ 7,500	\$ -
*METCO carry-forward portion of grant extends through December, 2023															
TOTAL STATE					\$ -	\$ -	\$ -	\$ 238,005			\$ -	\$ 975,699			\$ 97,752
FEDERAL															
Title I	\$ 21,764	\$ 14,521	\$ -	\$ -	\$ 75,320	\$ 4,250	\$ -	\$ 95,672	\$ 31,960	\$ 63,712	\$ -	\$ 91,714	\$ 6,667	\$ 85,047	\$ -
Title II	\$ 1,661	\$ 1,661	\$ -	\$ -	\$ 29,535	\$ 29,535	\$ -	\$ 43,765	\$ 43,765	\$ -	\$ -	\$ 45,464	\$ 18,795	\$ 26,669	\$ -
Title IV	\$ 601	\$ 601	\$ -	\$ -	\$ 1,121	\$ 1,121	\$ -	\$ 10,000	\$ 8,938	\$ 1,062	\$ -	\$ 10,000	\$ 770	\$ 9,230	\$ -
IDEA 240	\$ 40,603	\$ -	\$ -	\$ -	\$ 1,895	\$ 1,895	\$ -	\$ 98,223	\$ 55,360	\$ 42,863	\$ -	\$ 1,117,396	\$ 524,744	\$ 592,652	\$ -
IDEA 262	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 328	\$ 328	\$ -	\$ -	\$ 20,798	\$ 11,987	\$ 8,811	\$ -
IDEA 274															
ARP 252								\$ 161,187	\$ 142,714	\$ 18,473	\$ -				
ARP 264								\$ 19,824	\$ 6,040	\$ 13,784	\$ -				
ESSER II								\$ 233,305	\$ 158,650	\$ 74,655	\$ -				
ESSER III*								\$ 560,098	\$ 162,119	\$ 121,810	\$ 276,169				
ACCEL LITERACY															
ACCEL MATH								\$ 119,748	\$ 119,748	\$ -	\$ -				
*ESSER III grant extends through September 30, 2024															
TOTAL FEDERAL	\$ 64,628		\$ -	\$ -	\$ 107,871	\$ -	\$ -	\$ 1,342,150			\$ 276,169	\$ 1,285,372			\$ -

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

SPENDING DEADLINES	FY20	FY21	FY22	FY23
STATE				
METCO			12/31/2022	12/31/2023
Dept. of Public Health			6/30/2022	6/30/2023
ASOST				8/31/2022
ROBOTICS EARMARK				6/30/2023
PROFICIENCY-BASED OUTCOMES IN LANGUAGES OTHER THAN ENGLISH				6/30/2023
INNOVATION PATHWAYS PLANNING				6/30/2023
MYCAP DEVELOPMENT				6/30/2023
NEW ENGLAND DAIRY				11/30/2023
FEDERAL				
Title I	9/30/2022	9/30/2022	9/30/2023	9/30/2024
Title II	9/30/2022	9/30/2022	9/30/2023	9/30/2024
Title IV	9/30/2022	9/30/2022	9/30/2023	9/30/2024
IDEA 240	9/30/2021	9/30/2022	9/30/2023	9/30/2024
IDEA 262		9/30/2022	9/30/2023	9/30/2024
IDEA 274		9/30/2022	9/30/2023	
ARP 252			9/30/2023	
ARP 264			9/30/2023	
ESSER II			9/30/2023	
ESSER III*			9/30/2024	
ACCEL LITERACY			6/30/2022	
ACCEL MATH			6/30/2023	

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

State Grants:

- METCO –the Metropolitan Council for Educational Opportunity is a state funded, voluntary educational desegregation program designed to eliminate racial imbalance through the busing of children from Boston, MA and Springfield, MA to suburban public schools in thirty-eight communities. These funds pay for program coordination, transportation, instructional services, and community engagement related to Boston resident students attending Reading Public Schools through participation in the METCO program.
- Department of Public Health – provides for mandated screenings, professional development, and substitute coverage for nurses.
- ASOST- all 2022 summer academy expenses, salaries and materials, were supported by the ASOST grant.
- Robotics Earmark –shall be expended for the Reading Memorial High School Robotics Team, also known as the *Robockets*.
- Proficiency-Based Outcomes in Languages other than English –
- Innovations Pathway Planning – Innovation Pathways are a series of courses and internship experiences aligned with high-demand industries, allowing students to graduate from high school with unique college and career skills, knowledge-base and aptitudes. With this planning grant, Reading Memorial High School’s leadership team will establish partnerships with local industries to support pathways in the areas of Information (Digital Media and Computer Science) and Advanced Manufacturing (Engineering).
- MyCap Development -My Career and Academic Plan (MyCAP) grant awarded to Reading Memorial High School to provide supplementary support to school districts currently engaged in or interested in beginning implementation of My Career and Academic Plan (MyCAP). MyCAP is a student-driven process designed to ensure all students graduate from high school college and career ready.
- New England Dairy - for the purchase of blenders at RMHS, Coolidge and Parker Middle Schools, and Killam Elementary School
- *Note – although not a grant, DESE reimburses school districts for a portion of out of district tuition placement and transportation costs. In FY 23, DESE will defray \$1,499,728 in tuition and transportation costs, charging those expenses directly to the Circuit Breaker reimbursement fund. The end-year balance is expected to be zero.*

Federal Grants:

- Title I - aids schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. These funds are allocated to paraprofessional and extended school year instructional services.
- Title II A - provides supplemental resources to school districts to support systems of support for excellent teaching and leading. The priorities of Title IIA are to: increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. These funds are allocated to provide professional development for teachers.
- Title IV -ensures that all students have access to a high-quality educational experience. The priorities of Title IV are to: support well-rounded educational opportunities; support safe and healthy students; and support effective use of technology. These funds pay for technology integration activities and materials for teachers and classrooms.
- IDEA 240- provides appropriate special education services for eligible students and to maintain state/local effort in special education. These funds pay for special education paras, BCBA, and professional development.
- IDEA 262 - ensures that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment. These funds pay for early childhood instruction and professional development.
- ARP 252 – addresses challenges related to the pandemic, including school re-entry, disruption in the education of children with disabilities, mental health services; sustainability; focuses on issues of equity in special education and early intervention services. Funds are allocated to provide professional development, instructional materials, and testing/assessment materials.
- ARP 264 - addresses early childhood special education and family engagement, such as improving systems to assist with the transition from early intervention to pre-kindergarten to kindergarten to increase educational outcomes for students. Funds from this grant are allocated to fund student assessment, induction, and transition programs.’
- ESSER II – addresses learning loss and provides mental health services and supports. These funds are allocated to pay for special education teachers, adjustment counselors and tutors and social-emotional curriculum.
- ESSER III - helps schools safely reopen and respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic. These funds are allocated to pay for team leaders, special education teachers, adjustment counselors and tutors.
- Accelerated Math - professional development for K-2 math implementation, print resources for those grade-levels, 1-year digital access for K-2, additional PD for year 2 supports, and additional teacher manual copies to ensure all staff (special education included) have access to the curriculum resources.

Revolving Accounts

Revolving Accounts are comprised of fee-based programs, extracurricular activities, and donations. Apart from donations, projected user fees offset the FY 23 operating budget through the special revenue accounts noted in the table on the page to follow. The following tables reflect additional information requested by the School Committee during the Q2 presentation: a request to add project remaining revenue, expenses, and available balances at year end by fund. Please note that the Full-Day Kindergarten revolving fund is projected to maintain its beginning year balance of \$621,319, which will continue to support the district and Town’s efforts to create a pathway toward Universal Full-Day Kindergarten for families.

FY23 THIRD QUARTER FINANCIAL REPORT AND END YEAR STATUS: REVOLVING ACCOUNTS											
Fee-Based Programs	FY23 Beginning Year Balance	FY23 Q3 Actual Revenue	Projected Remaining Revenue	Total FY23 Anticipated Revenue	FY23 Q3 Year to Date Expend./Enc.	FY23 Remaining Requirements	Total FY23 Anticipated Expenses	FY23 Projected Offsets	FY23 Projected End Year Balance	FY23 Projected Gain/(Loss)	Comments
Athletics	\$ 171,525	\$ 327,565	\$ 101,156	\$ 428,721	\$ 37,414	\$ 427,586	\$ 465,000	\$ 392,000	\$ 135,246	(36,279)	Additional transportation costs
Community Education -Drivers Education and Adult Education	\$ 94,027	\$ 40,350	\$ 11,490	\$ 51,840	\$ 28,771	\$ 5,804	\$ 34,575		\$ 111,292	17,265	Participate increase in Drivers Ed
Community Education - Extended Day Program	\$ 541,177	\$ 910,287	\$ 383,713	\$ 1,294,000	\$ 768,737	\$ 538,263	\$ 1,307,000	\$ 50,000	\$ 528,177	(13,000)	Investment in salaries
Community Education - Summer Programs	\$ 39,974	\$ -	\$ -	\$ -	\$ 24,083	\$ -	\$ 24,083	\$ -	\$ 15,891	(24,083)	June receipts not projected
Drama Activities Coolidge	\$ 38,355	\$ 22,041	\$ -	\$ 22,041	\$ 19,124	\$ 12,876	\$ 32,000	\$ 15,000	\$ 28,396	(9,959)	Increased participation and activity
Drama Activities Parker	\$ 51,229	\$ 33,978		\$ 33,978	\$ 26,901	\$ 14,761	\$ 41,662	\$ 15,000	\$ 43,545	(7,684)	Increased participation and activity
Drama Activities RMHS	\$ 74,113	\$ 58,608	\$ 9,400	\$ 68,008	\$ 52,413	\$ 17,587	\$ 70,000	\$ 34,000	\$ 72,121	(1,992)	Increased participation and activity
After School Activities Parker	\$ 68,330	\$ 28,150	\$ 3,850	\$ 32,000	\$ 20,953	\$ 6,412	\$ 27,365		\$ 72,965	4,635	Increased participation and activity
Extracurricular Activities Band	\$ 30,704	\$ 17,000	\$ 1,000	\$ 18,000	\$ 24,014	\$ 6,000	\$ 30,014		\$ 18,690	(12,014)	Increased participation and transportation costs
Extracurricular Coolidge	\$ 4,738	\$ -	\$ -	\$ -	\$ -	\$ 1,200	\$ 1,200		\$ 3,538	(1,200)	Old accounts, used for student activity transportation during school day
Extracurricular Parker	\$ 3,860	\$ -	\$ -	\$ -	\$ -	\$ 3,220	\$ 3,220		\$ 640	(3,220)	Old accounts, used for student activity transportation during school day
Full Day Kindergarten	\$ 621,319	\$ 610,925	\$ 119,325	\$ 730,250	\$ -	\$ 730,250	\$ 730,250	\$ 730,250	\$ 621,319	0	
Guidance Testing	\$ 10,397	\$ 73,917	\$ -	\$ 73,917	\$ 11,407	\$ 61,593	\$ 73,000		\$ 11,314	917	
Lost Books (and locks and devices)	\$ 27,902	\$ 1,042	\$ 5,000	\$ 6,042	\$ 755	\$ -	\$ 755		\$ 33,189	5,287	Technology repair and lost device fees
RISE Preschool Program	\$ 235,065	\$ 345,614	\$ 37,000	\$ 382,614	\$ 28,807	\$ 381,329	\$ 410,136	\$ 350,000	\$ 207,543	(27,522)	Invested in instructional materials, books, and staff PD
Special Education Tuition	\$ 66,899	\$ 32,956	\$ 9,044	\$ 42,000	\$ 7,994	\$ 10,000	\$ 17,994	\$ 10,000	\$ 90,905	24,006	Allocated balance to 1.0 FTE MS SPED Teacher in FY24
School Lunch Program	\$ 1,427,218	\$ 937,624	\$ 1,021,176	\$ 1,958,800	\$ 1,557,826	\$ 715,174	\$ 2,273,000		\$ 1,113,018	(314,200)	Invested in salaries and kitchen equipment to improve efficiencies
School Transportation	\$ (100)	\$ 41,640	\$ 1,250	\$ 42,890	\$ 40,008	\$ 2,882	\$ 42,890		\$ (100)	0	
Use of School Property	\$ 92,247	\$ 185,829	\$ 37,889	\$ 223,718	\$ 81,569	\$ 142,265	\$ 223,834	\$ 105,000	\$ 92,131	(116)	
TOTAL Fee-based Revolving Funds	\$ 3,598,979	\$ 3,667,526	\$ 1,741,293	\$ 5,408,819	\$ 2,730,776	\$ 2,649,616	\$ 5,380,392	\$ 1,701,250	\$ 3,199,820	(399,159)	

- 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.
- RISE Preschool - Fees are paid by families for enrollment in the RISE preschool program.
- Special Education Tuition – Fees paid by other another public school district for students to attend special education programs in Reading.
- School Lunch – Revenues are generated through state and federal reimbursements and lunchtime 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.

Student Activity Accounts	FY23 Beginning Year Balance	FY23 Q3 Actual Revenue	FY23 Q3 Year to Date Expend./Enc.	FY23 Projected End Year Balance	FY23 Projected Gain/(Loss)
RISE Student Activities	\$ 5,423	\$ 2,690	\$ 4,195	\$ 3,918	\$ (1,505)
Barrows Student Activities	\$ 4,014	\$ 2,375	\$ 497	\$ 5,892	\$ 1,878
Birch Meadow Student	\$ 7,774	\$ 3,173	\$ 420	\$ 10,527	\$ 2,753
Joshua Eaton Student Activities	\$ 9,416	\$ 2,769	\$ 175	\$ 12,010	\$ 2,594
JW Killam Student Activities	\$ 10,105	\$ 2,836	\$ 1,265	\$ 11,676	\$ 1,571
Wood End Student Activities	\$ 12,529	\$ 2,105	\$ -	\$ 14,634	\$ 2,105
Coolidge Student Activities	\$ 42,388	\$ 57,140	\$ 51,719	\$ 47,809	\$ 5,421
Parker Student Activities	\$ 20,760	\$ 70,713	\$ 79,046	\$ 12,427	\$ (8,333)
High School Student Activities	\$ 180,069	\$ 43,673	\$ 30,489	\$ 193,253	\$ 13,184
RMHS Student Activities	\$ 5,423	\$ 92,643	\$ 71,761	\$ 26,305	\$ 20,882
TOTAL Student Activity Accounts	\$ 292,478	\$ 277,427	\$ 235,372	\$ 334,533	\$ 42,055

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

Student Activity Accounts

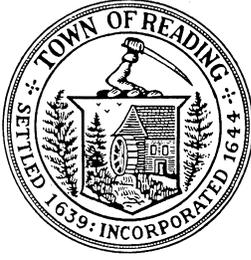
A Student Activity Account (SAA) may be used for monies raised by student organizations and expended to benefit those students. MGL c.71 Section 47 governs monies deposited into a student activity account. Q2 financial activity:

Gifts/Donations	FY23 Beginning Year Balance	FY23 Q3 Actual Revenue	FY23 Q3 Year to Date Expend./Enc.	FY23 Projected End Year Balance	FY23 Projected Gain/(Loss)
District Donation Fund	\$ 14,031	\$ 1,400	\$ 2,063	\$ 13,368	\$ (663)
Barrows Donation Fund	\$ 8,621	\$ 1,307	\$ 7,214	\$ 2,714	\$ (5,907)
Birch Meadow Donation Fund	\$ 6,836	\$ 499	\$ -	\$ 7,335	\$ 499
Joshua Eaton Donation Fund	\$ 2,506	\$ 803	\$ 453	\$ 2,856	\$ 350
JW Killam Donation Fund	\$ 20,206	\$ 13,087	\$ 12,683	\$ 20,610	\$ 404
Wood End Donation Fund	\$ 5,336	\$ 299	\$ -	\$ 5,635	\$ 299
Coolidge Donations Fund	\$ 11,107	\$ 12,400	\$ 14,302	\$ 9,205	\$ (1,902)
Parker Donation Fund	\$ 9,092	\$ 9,908	\$ 9,717	\$ 9,283	\$ 191
High School Donation Fund	\$ 13,754	\$ 4,003	\$ 4,716	\$ 13,041	\$ (713)
SEPAC Donation Fund	\$ 300	\$ -	\$ -	\$ 300	\$ -
Special Education Donation Fund	\$ 319	\$ -	\$ -	\$ 319	\$ -
TOTAL Student Donation Funds	\$ 92,108	\$ 43,706	\$ 51,148	\$ 84,666	\$ (7,442)

The Town Treasurer’s Office designates an account into which all SAA funds generated through student activity clubs are deposited and an SAA checking account has been established for each secondary school. Those funds are expended for the sole purpose of supporting student activity clubs. Earned interest generated on these funds remains in the fund.

Please contact me if you have any questions or requests for additional information related to the FY23 Quarter 3 Financial Report.

Thank you.



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: Thomas Wise, Legal Counsel Recommendation Subcommittee Chair
DATE: June 19, 2023
TOPIC: Student Services Legal Counsel Recommendation

At our meeting on the 22nd of June, the Legal Counsel Recommendation Subcommittee will present our recommendation for Legal Counsel to support the Student Services organization of the Reading Public Schools.

PROCESS AND TIMELINE

The Legal Counsel Subcommittee in concert with the Superintendent, Assistant Superintendent of Student Services, and the Director of Special Education created a process and timeline to select new Legal Counsel to support our Student Services organization. The process included gathering interest, conducting first-round interviews, conducting final interviews, performing background checks, and finally forming a recommendation for the whole School Committee. The timelines were as follows:

Date(s)	Process Step
April 10 th through May 5 th	Solicit Interest from Law Firms
May 8 th	Subcommittee Meeting to Short List the First Round Candidate Firms
May 8 th through May 10 th	Notify First Round Candidate Firms and Schedule First Round Interviews
May 15 th through May 19 th	Subcommittee Meetings to Conduct First-Round Interviews
May 19 th	Subcommittee Meeting to Select Final Round Candidate Firms
May 19 th through May 22 nd	Notify Candidate Firms of Final Round Status
June 8 th and 12 th	Subcommittee Meetings to Conduct Final Round Interviews
June 12 th through June 15 th	Conduct Reference & Background checks of Final Round Firms
June 15 th	Subcommittee Meeting to Select Recommended Firm
June 20 th	Notification of Recommendation to Final Round Firms
June 22 nd	Discussion and Vote at School Committee Meeting of Subcommittee Recommendation

CRITERIA FOR SELECTION

The Subcommittee established criteria for the selection of our next Student Services Legal Counsel. The criteria for the first round were broken down into six major categories. They were:

1. Legal and Policy Updates
2. Communication/Training w/ Administration and Staff
3. Team Meeting Participation
4. Dispute & Settlement Experience and Contract Writing
5. Background and Standing of Key Personnel
6. Cost, Financials, and Method of Engagement

Candidate firms that were invited to the final round were also asked to provide references (both clients and opposing counsel), sample documents and training materials, and be prepared to participate in a few case studies.

DETAILS OF LEGAL FIRM INVITATIONS AND INTERVIEWS

The Subcommittee sent invitations to 14 firms to participate in our search process. Of those 14 firms, seven firms responded with letters of interest. Of the seven, six firms were chosen to participate in first-round interviews and the seventh was our current counsel. Since we know our current counsel, we didn't believe we needed to subject them to the first round of interviews. The six firms that were invited to the first round of interviews were:

- Lyons Law Group, LLC
- Murphy, Hesse, Toomey, & Lehane, LLP
- Murphy, Lamere, & Murphy
- Norris, Murray, & Peloquin, LLC
- Stoneman, Chandler, & Miller
- Valerio, Dominello, & Hillman, LLC

After the first round of interviews, three of the six firms were invited to participate in the final round of interviews. Our current counsel was also invited to the final round of interviews. Thus, the four firms that were invited to the final round of interviews were:

- Norris, Murray & Peloquin, LLC
- Stoneman, Chandler & Miller
- Lyons Law Group, LLC
- Nuttal, MacAvoy & Joyce, P.C.

Just before the final round of interviews commenced, one of the finalists dropped out due to a sudden staffing shortage, leaving us with three finalists.

FINAL RECOMMENDATION

At our meeting on June 15th, the Subcommittee and the administrative team discussed the interviews, background checks, and other information they were able to gather regarding the three finalist legal counsel firms. The group weighed the pros and cons of each firm, reviewed the materials provided, and coalesced to a recommendation. While technically the administrative team didn't have a vote, they were in unanimous agreement with the Subcommittee members on the final recommendation.

As we are still in the process of notifying the finalist firms, we will provide the details of that recommendation during our meeting on Thursday evening.

Respectfully submitted.

Thomas Wise



Administrative Offices
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Reading, MA 01867
781 944-5800

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Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Shawn Brandt, Reading School Committee Chair
DATE: June 20, 2023
TOPIC: Letter in Support of PARC Grant

At our meeting on June 22nd, we will discuss a request from the Town Manager to submit a letter in support of a grant application the town will be filing in mid-July. The Parkland Acquisitions and Renovations for Communities (PARC) Grant Program, administered by the Executive Office of Energy & Environmental Affairs, provides for grants of up to \$500,000 to fund the acquisition and / or development of land for park and outdoor recreation purposes, or renovation of existing parks.

The town intends to use this grant to renovate the area behind RMHS which includes the "Tot Lot" playground as well as the adjacent tennis and basketball courts, as part of the next phase of the Birch Meadow Master Plan. It will include the installation of an accessible playground, renovation of the basketball courts and additional parking to support the complex.

A key note on this process is that we have been advised by town counsel that the School Department cannot hold land for broader recreational purposes. As a result, should the grant be awarded, it has been proposed that the School Committee declare the land, which is currently under our "control", as surplus and then transfer it to the Select Board or Recreation Committee. We do not need to take that action at this point, but town counsel has advised that we indicate this intent. You'll see such intent articulated in the letter I have drafted, which follows this memo. The town would then, through a vote of Town Meeting, adopt a deed restriction on the land that would limit usage of the property to recreation.



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781 944-5800

READING SCHOOL COMMITTEE

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Charles Robinson
Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Melissa Cryan, Executive Office of Energy and Environmental Affairs
FROM: Reading School Committee
DATE: June 22, 2023
TOPIC: Letter in Support of Reading's PARC Grant

Dear Ms. Cryan,

We write to you as the School Committee for the Town of Reading. Our Town Manager has notified us that the Town is applying to your office for a grant under the PARC program.

As a district, we have several interests in the favorable outcome of this grant application:

- The land in question is currently under the control of the School Committee, but it is our intent to transfer it to the Select Board or Recreation Committee so that it may be deed restricted for recreation to allow this project to proceed.
- The land is directly adjacent to Reading Memorial High School, and very near to both an elementary school and a middle school.
- The land is part of a recreational complex that is a significant part of the vibrancy of life in Reading, for all residents and even neighboring communities, but especially for the children of our district. On any given day, hundreds of families are using the facilities in the area for softball or soccer games, for Special Olympics events or the town's Friends and Family Day gathering, for holiday fireworks or to celebrate the end of the school year.

Given all of these factors, it is important that we express our strong support for this project and the Town's related grant application. The first phase of our Birch Meadow Master Plan is now underway, and this grant will allow us to create significant momentum after years of careful planning. We are excited to see these ongoing investments in accessible and safe recreation options to enhance the quality of life for students and families in Reading and beyond, and look forward to any support the PARC grant can provide.

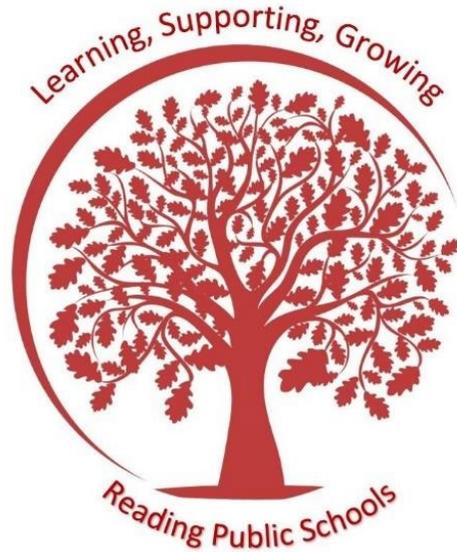
Best,

Reading School Committee
82 Oakland Road
Reading, MA 01867

Reading Public Schools

School Committee Meeting Packet

June 22, 2023



Personnel

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: Michelle Roach, HR Director
DATE: June 20, 2023
RE: SY22-23 Year-End Personnel Update

At the June 22, 2023 School Committee meeting, I will present an update from the Human Resources Office regarding the 2022-2023 Year-End Personnel updates. A copy of the presentation will be included in a revised packet.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Thomas Milaschewski
Evaluator: Consensus Signature 6/22/2023
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Evaluators all had extremely positive overall impressions of Dr. Milaschewski’s performance in the 22-23 school year. Various evaluators highlighted progress against critical initiatives including the District Data Team, the implementation of ARC Core, ILTs, innovation pathways, principal coaching and development and others as significant bodies of work that highlight Dr. Milaschewski’s drive, energy, commitment and leadership.

Evaluators also often highlighted the “how” as much as the “what” in crafting their overall commentaries. Common themes included recognizing Dr. Milaschewski’s commitment to excellence and the many ways in which it influences the workings of the district, his fundamentally collaborative nature that allow stakeholders to buy in to major change initiatives, the degree of community engagement the district demonstrates across multiple dimensions, and the unwavering enthusiasm and optimism that permeates conversations about even the district’s greatest challenges.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	II-B, IV-A	Coaching, Developing and Supporting Principals - Implement a district strategy for coaching, supporting, and developing principal talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Professional Practice Goal	I-B, III-C	NSIP - Develop skills in strategy development, data analysis, equity and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
District Improvement Goal 1	I-C, II-A, II-C, II-E, IV-E	District Strategic Plan - Design and publish multi-year district strategic plan by June 30, 2023.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 2	I-B, IV-A	Innovations - Prioritize, address, and/or create path forward to address structural and systematic issues/themes/dilemmas outlined in Superintendent's Report of Entry Findings, including elementary half-days, secondary math pathways, school schedules, RMHS innovation pathways, middle school literacy curriculum, elementary musical programming, full-day Kindergarten, and community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

As the one standard where Dr. Milaschewski's consensus evaluation resulted in Proficient rather than Exemplary, there was generally positive but slightly mixed feedback from evaluators on Standard I. Evaluators consistently recognized the strong commitment to improving the frequency, quality and application of assessments at multiple levels across the district. Some also acknowledged that we have not yet reached the point where we have seen evidence that the application of data from assessments is driving meaningful improvements in outcomes, and that will be a key measure for the district's success at implementing the recent focus on assessment as a tool.

Similarly, in evaluating the Instruction focus indicator, evaluators frequently recognized many strengths of Dr. Milaschewski's approach, including the prioritization of the Principal as an instructional leader, which was supported both by principal coaching and by the investment in Assistant Principals. Evaluators also highlighted some of the academic innovations which saw the most progress, including the Innovation Pathways, the rollout of ARC Core and the hiring of math coaches as significant indicators of a commitment to instructional excellence. However, many evaluators also observed that progress against other key initiatives, particularly math pathways, Middle School literacy and the standardization of instruction and curriculum across the district remain opportunities for us.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*): Evaluators were exceedingly positive about Dr. Milaschewski's performance against standard II. Examples from the year that were recurring themes in Committee member's evaluations included the dramatic improvement in our food service offerings, the creativity of the HR team in filling both permanent and short-term openings, some progress against the district's scheduling challenges at the High School level, and the collaborative and creative approach to budget development and revenue identification led by Ms. Bottan with Dr. Milaschewski's support. Evaluators also noted Dr. Milaschewski's positive impact on the culture of the district by encouraging and prioritizing that our staff feel heard, appreciated and celebrated. Several highlighted the improved diversity of the staff and the incredible positive impact METCO Coordinators / Adjustment Counselors have had on the district.

Most evaluators recognized that the most severe scheduling challenges remain largely unsolved, and called for an even greater sense of urgency to ensure that any changes are identified in time to be included in the upcoming budget cycle. One evaluator also raised that while we have made improvements in creating distributed leadership opportunities and career paths for teachers and administrators, there is still more work to do. It's the right thing for our staff, and the right thing for our district to create a pipeline of talent for leadership roles in a challenging hiring environment.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

This indicator was rated “Exemplary” by all six evaluators. Dr. Milaschewski was recognized by all as a gifted communicator who truly understands the importance of communication to build a collaborative and trusting relationship with all types of stakeholders. He has even expanded communication to include those we haven’t traditionally considered stakeholders through the creation of the annual community report.

Evaluators highlighted how Dr. Milaschewski has created a platform to draw more attention to all of the great things happening around the district, and effectively transitioned the sense of hope and optimism within the district to many of our stakeholders on the town side and among residents. Multiple evaluators highlighted the Killam presentation at Town Meeting, along with the efforts to inform and educate prior to the meeting, as an outstanding example of how Dr. Milaschewski’s transparent and trustworthy approach to communication is helping support excellent outcomes for the district.

One piece of constructive feedback that I want to highlight was a request that we find more opportunities for other leaders throughout the district to raise their own profiles and play a larger role in communicating progress to the district’s stakeholders. This could come in the form of School Committee meetings, highlights via video or other media embedded in the superintendent’s newsletter, or other opportunities that will help these individuals be part of the district’s public face and potentially advance their own careers.

Superintendent’s Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

X. Focus Indicator (check if yes)				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): This is another standard where evaluators were consistently very complimentary of Dr. Milaschewski’s performance. Commentary highlighted how Dr. Milaschewski doesn’t just speak from a bully pulpit about excellence, but that he routinely demonstrates how he is helping lead a district-wide commitment to excellence. Administrators and other leaders are using the same language and framing in presenting a variety of initiatives, with the “all means all” mantra at the core of many of them. The themes started to run together, as it has become clear that at the very center of the shared vision Dr. Milaschewski is leading for the district is the commitment to high standards that will ensure all of our students are as prepared to succeed as they can be, whatever path they may choose.				

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Thomas Milaschewski _____

Evaluator: Erin Gaffen _____

Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

The Superintendent has had a highly productive second year in Reading. The central administrative team works very well together, and we have strong leadership within the district. Teamwork, collaboration, and inclusivity are words I frequently use to describe how Dr. Milaschewski and his team operate. It is astounding to look back and consider all that has been accomplished in just two years, how much positive change has occurred, and the extent to which community trust has been rebuilt in RPS. There is an overwhelming sense of hope from families, staff, and the administration, and this all starts at the top. Issues that have been talked about for years are finally getting addressed, such as the new elementary reading curriculum begun this year, increased family engagement, consideration of equity, and a closer examination of our special education programs. Other topics are being openly discussed and will also continue to be priorities next year (and beyond), including secondary math pathways, rigorous classroom instruction, and high school and middle school scheduling, including access to classes, among many others. The Superintendent has undertaken a large number of initiatives. The only reason the District Improvement Goal is rated as “significant progress” is because it is really a multi-year goal. Significant progress has indeed been made, but there is still much more work to come on that goal and on the many innovations identified as goals for the district. Perhaps next year the goal can be broken into incremental benchmarks.

The Superintendent exceeded his other goals, though. The level of coaching and support provided to principals through Salem State University is outstanding, and the hiring of five elementary assistant principals for next year is one demonstration of continued investment in building leaders. Dr. Milaschewski continues to participate to his fullest ability in the New Superintendent Induction Program and receives rave reviews from his coach. Further, the development of the 2023-25 District Strategic Plan was a model process. The initial focus areas for the plan stemmed from the Superintendent’s own entry plan findings, as well as DESE’s District Review, and priorities identified by the School Committee over the past couple years. Each of the four Strategic Initiatives had its own committee comprised of administrators, staff, a SC member, and perhaps parents and/or community members. And each committee developed clear action steps in order to detail how the district can achieve its goals. It is precisely the degree of collaboration and engagement we have come to expect and appreciate from Dr. Milaschewski. The District Strategic Plan reflects an exciting vision for our schools and includes work that is both necessary and optimistic. With that as his guide, the Superintendent is poised to make an even more substantial impact on the future of Reading Public Schools.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	II-B, IV-A	Coaching, Developing and Supporting Principals - Implement a district strategy for coaching, supporting, and developing principal talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Practice Goal	I-B, III-C	NSIP - Develop skills in strategy development, data analysis, equity and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 1	I-C, II-A, II-C, II-E, IV-E	District Strategic Plan - Design and publish multi-year district strategic plan by June 30, 2023.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 2	I-B, IV-A	Innovations - Prioritize, address, and/or create path forward to address structural and systematic issues/themes/dilemmas outlined in Superintendent's Report of Entry Findings, including elementary half-days, secondary math pathways, school schedules, RMHS innovation pathways, middle school literacy curriculum, elementary musical programming, full-day Kindergarten, and community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

I-B. The Superintendent and the district leadership team have undertaken an impressive amount of work in the area of instruction. The work has been collaborative and inclusive, and the committee has received regular progress updates on several of the focus areas. One of those areas poised to truly move the high school forward is the creation of Innovation Pathways for incoming 9th graders and rising 10th graders. This program will create incredible learning opportunities and career-readiness for the students and position them well for post-secondary options. The credit for this program getting off the ground so smoothly is largely due to the efforts of the Director of Academic Achievement, Jessica Callanan, in conjunction with the RMHS Department Heads, and it is hoped that the program can continue to run smoothly and expand, even as she serves as interim Principal next year.

Progress in some of the other areas of instruction targeted by the administration has been slower, though. The Middle School Literacy Leadership Team has been meeting monthly all year but will likely need another year to research and propose curriculum changes for the 2024-25 year. The Secondary Math Pathways Team has also met regularly but does not seem as far along in implementing genuine changes to math course options and paths for our middle and high school students as one would hope given the urgent need for this. The school schedule committees for the middle and high schools similarly have been meeting and narrowing their focus, but little impact will be seen next year and will more likely – hopefully – be implemented in the 2024-25 school year. Dr. Milaschewski deserves credit for continuing to drive this work forward and for supporting the district leaders in their efforts while still trying to hold all to high expectations. It is exciting and necessary work for the district in the area of instruction, and I look forward to seeing more of this unfold next year.

I-C. Assessment is another area in which an impressive amount of work has been undertaken by the Superintendent and his team, and it is evident that substantial progress has been made. Through the District Data Team and Instructional Leadership Teams (ILTs), consistent data analysis was undertaken to examine progress in academics, social-emotional areas and attendance. This allowed students to receive necessary interventions and supports.

Superintendent’s Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

II-A. School culture and environment have been a real focus of Dr. Milaschewski and the district leadership team as demonstrated by the District Improvement Plan goal of ensuring a sense of belonging for all students. The district has invested in more support for students through additional school adjustment counselors, METCO Coordinators, and the establishment of the Academic Support Center at RMHS to name a few. The Student Services Department, led by Dr. Stys and Ms. Wright, has taken a deep dive into the health of several of the programs and how to improve upon them. The Food Services Department has also undergone a major transformation this year under the direction of the new Director, Ms. Franzetti, with healthier, fresher, and more plentiful school breakfast and lunch options. Overall, the Superintendent is steering and empowering district leaders in the right direction. There is still room for improvement in our school environment, but Dr. Milaschewski is doing everything we could want and more to guide.

II-B. The Superintendent has established a culture within RPS where staff have a voice. He is consistently present in the schools and meets 1:1 with staff and district leaders to listen and learn from their perspective. This allows Dr. Milaschewski to keep a pulse on each leader and school. While RPS continues to experience some degree of leadership turnover, under the direction of Ms. Roach and Dr. Milaschewski, each search process has been comprehensive, extensive, collaborative, and inclusive. Staff and families have input, and the Superintendent has made wise choices when necessary, such as restarting the Director of Finance search when it did not result in an ideal fit initially, and appointing an interim principal for next year at RMHS when the current principal announced his departure at the very end of the school year. Perhaps the greatest evidence of his investment in district leadership is the Salem State University coaching program for principals. Each principal benefitted from a 1:1 coach this year, providing a substantial amount of professional development. The Superintendent also established a clear leadership structure including Instructional Leadership Teams at each school, a District Leadership Team, and grade level Learning and Teaching meetings. This impressive degree of support for Principals and investment in developing talent within the district will hopefully serve to benefit all staff and students.

Also of note in the area of recruiting and hiring, the district took a much-needed step forward in adding staff of color this year, bringing the total to 18.7 FTE. While this is still not reflective of our student body, and significant work is still needed to establish a culture where more diverse staff want to work and where our students of color feel a sense of belonging, the creation of METCO Coordinators/School Adjustment Counselors reflects positive momentum.

II-C. There has been significant discussion around optimal school schedules this year, at all levels, as well as a focus on opportunities for administrators to collaborate as demonstrated by the aforementioned ILT and DLT groups. While more substantive changes to the middle and high school schedules will not be implemented next year as was hoped, this work will remain a priority for the Superintendent. He will continue to support the middle and high school schedule committees to consider the best models for teaching and learning and ideally, we will see more impactful changes for the 2024-25 year. It seems less clear at this time whether the elementary schools can achieve a model of five full school days.

II-E. The Superintendent and Director of Finance, Ms. Bottan, lead an exemplary budget development for the district. They collaboratively sought input from all stakeholders, thoughtfully considered the needs of the district as well as how to align to district improvement goals, creatively approached funding sources, vigorously pursued grant opportunities where available, and otherwise left no stone unturned. Furthermore, they effectively communicated the budget and all of its

complexities, including the rationale for increased staff, to staff, School Committee, Finance Committee, Town Meeting, and the community. The FY24 budget is strategic in looking forward. Next year's budget may prove to be more challenging, and the path to universal full-day kindergarten is not perfectly clear, but the

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Superintendent now has two years of a very smooth, well- executed budget process under his belt.

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

III-C. Communication continues to be a realm in which Dr. Milaschewski positively shines. He regularly engages with staff and families and is always open to feedback or to hearing concerns. He also addresses concerns in a remarkably timely and respectful manner. There is consistent feedback that staff and families feel heard, validated, and taken care of. He may not always agree, but he will always listen and engage. Furthermore, with his consistent presence in the schools and around the RPS community, he is also able to provide praise and recognition for staff and students. The Superintendent provides weekly updates to the entire district, and any community members who wish to opt in. These come in written and video format and highlight special events and recognitions and serve as a celebration of the work and accomplishments happening within Reading schools. Many community members appreciated the first ever RPS Community Report that was mailed to every household in Reading this year as an opportunity to learn more about the schools. A perfect example of Dr. Milaschewski's superb communication was the way he helped educate Town Meeting Members prior to and during the Town Meeting vote on advancing the Killam School building project to the next MSBA phase. He and Ms. Bottan organized tours of Killam and prepared a detailed, thorough report for Town Meeting which led to a unanimous vote in favor of funding the next phase. Even in this area in which the Superintendent clearly excels, he is continuously looking for ways to improve his communication.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p>X Focus Indicator (check if yes)</p>	□	□	□	☒
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>OVERALL Rating for Standard IV: Professional Culture</p> <p>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>	□	□	□	☒
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p>IV-A. The Superintendent consistently demonstrates a commitment to high standards of teaching and learning and high expectations for all student achievement. As has been mentioned in feedback on other indicators, Dr. Milaschewski has spent significant time in classrooms and schools as well as meeting 1:1 with staff and teachers. He has a solid understanding of each school and where it is at and where it needs to go. Many initiatives have been undertaken within RPS to try to move the district forward and improve student achievement. The Superintendent has established a leadership structure wherein there are district, school, and level leadership groups, empowered to drive the mission for higher standards and improved student outcomes. To be clear, there is still much work to be done to ensure RPS is a place where this vision is shared by all, and where all students can achieve their fullest potential. This work can and will likely take years. But, Dr. Milaschewski leads by example, and hopefully this vision can soon be embraced by all.</p> <p>IV-E. Dr. Milaschewski and the district administration have taken great strides toward a shared vision for the district. This is exemplified by their approach to the 2023-25 District Strategic Plan. Each of the four strategic initiatives had a committee comprised of district leaders, staff, a SC member, and potentially parents and other community stakeholders. The development of the plan which will serve as the steering map for RPS for the next three years has been highly collaborative and inclusive, a common theme of this Superintendent's approach to administration.</p>				

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Thomas Milaschewski
Evaluator: Charles Robinson 6/12/2023
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	X <input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X <input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	X <input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Exemplary is a high bar but when you review all that is going on and what is planned Dr. Milachewski has exceeded expectations and produced exemplary results in his young tenure as superintendent.

He talks about excellence a lot and he has demonstrated the ability to put the pieces in place and advocate for the appropriate resources to achieve it.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
District Improvement Goal 1		District Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2		Innovations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3		Coaching, Developing, Supporting Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
District Improvement Goal 4		New Superintendent Induction Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Milachewski is exemplary in instruction. He is tackling all levels. Innovation Pathways spearheaded by the Director of Academic Achievement has been an outstanding addition to RMHS. It allows our students to utilize the knowledge they are receiving in the class in the real world. Dr. Milachewski understands the urgency of Math Pathways and has a high level of focus on ensuring that all students have access to higher levels of math. Dr. Milachewski understands that the best decisions are made utilizing data and he does it in a thoughtful and collaborative way.				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

The METCO Coordinators / SAC was an excellent and creative way to address two important needs. More Diversity and Social Emotional Support. It gets our METRO program presence in all the schools and allows all students the opportunity to work with a staff member of color.

Coming in with little or no experience in building projects doesn't show with Dr. Milachewski. He has been able to marshal all the appropriate resources and the community around the long overdue Killam Building project. Due to his leadership it looks like the project is on its way to becoming reality.

Dr. Milachewski's work with the budget and collaboration with the Town and community around the school's component is a model for success.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Milachewski and his team introduced the first annual Reading Public Schools Community Report in 2022. The report encompasses all of what makes his rating in this standard exemplary.

The report wasn't difficult to undertake, but the value and rewards are priceless. It is a primer for everything that is excellent and positive about the district and includes snapshots of what is to come. This type of document should be a requisite for parents, staff, students, and community members.

Dr. Milachewski organized a day earlier this year on which CO Staff and Community Leaders were invited to spend a day in classrooms across the district. This was an outstanding opportunity for our leaders to see our budget requests in action. Again, this day embodies everything you would want to see in Community Engagement.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Dr. Milachewski holds a very high standard and undertakes a thoughtful, collaborative, and deliberative process in every decision he makes for the district and its students. Dr. Milachewski understands the importance and value of a diverse and multicultural environment for our students. His commitment to the METCO program and diversity in our hiring practices is commendable and something our community should be very proud of. I witnessed our strong and reengaged relationship with METCO at a recent School Committee meeting held at METCO's headquarters in Boston.				

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Thomas Milaschewski _____
Evaluator: Sarah McLaughlin _____ 6/11/2023 _____
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>		Unsa tisfac tory	Need s Impr ovem ent	Pro fici ent	Exe mpla ry
	Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

The 2022/2023 school year was a pivotal year for putting crucial processes, practices, and infrastructure in place to address significant gaps/areas of need in the district, such as elementary half-days, secondary math pathways, middle school literacy curriculum, and full day kindergarten. Dr. M thoughtfully tackled many of these issues identifying initial steps and a path for moving the work forward. In addition to mapping out these workstreams, Dr. M has also worked with his team to deeply embed two [crucial things that will support and ensure the success of this work]:

- 1) Standing up a District Data Team to collect, analyze, and leverage data for continuous improvement;
- 2) Communication and community involvement - not only does Dr. M regularly provide district stakeholders with updates, he directly engages them in the work, building connections between the district and wider community. Evidence of this work can be seen in things such as the Killam School tours ahead of Town Meeting and the Community Visit Day on April 26th.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	II-B, IV-A	Coaching, Developing and Supporting Principals - Implement a district strategy for coaching, supporting, and developing principal talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Professional Practice Goal	I-B, III-C	NSIP - Develop skills in strategy development, data analysis, equity and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 1	I-C, II-A, II-C, II-E, IV-E	District Strategic Plan - Design and publish multi-year district strategic plan by June 30, 2023.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
District Improvement Goal 2	I-B, IV-A	Innovations - Prioritize, address, and/or create path forward to address structural and systematic issues/themes/dilemmas outlined in Superintendent's Report of Entry Findings, including elementary half-days, secondary math pathways, school schedules, RMHS innovation pathways, middle school literacy curriculum, elementary musical programming, full-day Kindergarten, and community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

1C: Implementing structures to support, develop, and coach our Principals and key administrators is an area where Dr. M particularly shines. Collecting, analyzing, and leveraging data for continuous improvement has been a significant gap for the district. In a relatively short timespan, Dr. M and team have implemented several new practices, including: the creation and regular meeting of a District Data Team. I'm particularly excited to see that the team created an assessment calendar for the 2023/2024 school year to guide the discussion of various data points throughout the year as well as the creation of a data dashboard.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

II-B During an incredibly difficult time to fill open positions, Dr. M and the central office team have consistently demonstrated creativity and flexibility in filling open positions within the district with high caliber candidates. In addition, Dr. M has leveraged multiple channels to ensure faculty and staff not only feel heard (regular 1:1 meetings, team meetings, frequent & direct individualized communication via email), but also feel celebrated (awards, appreciation weeks).

II-E - Actively sought the guidance of key district leaders, including the School Committee, to guide the development of the 2023/2024 School Year budget and alignment to the District Strategic Plan. The budget prioritizes many critically important initiatives to furthering the district's goals.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

III-C: Dr. M excels at communication - whether it's staff, students, families, or the community at large - he regularly provides avenues to inform district stakeholders of important news and updates and always has an open door, ready to hear the questions, concerns, and feedback of all. Two examples that stood out to me this year were: 1) Conducting tours of the Killam School to allow Town Meeting members and other community leaders the opportunity to see firsthand the challenges of the current school building, rather than just reading about them on paper; and 2) as evidenced by his graduation remarks to the RMHS class of 2023, Dr. M is regularly out visiting in schools and classrooms, speaking with students, listening and hearing what they have to say.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p>				

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Thomas Milaschewski
Evaluator: Shawn Brandt 6/11/2023
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Dr. Milaschewski had another excellent year, and continued to make great progress for the district despite there being less low-hanging fruit available to address. This year was necessarily one of “setting the table” for some bigger picture, longer-term efforts that will fundamentally change how our district performs. Broadly, Dr. Milaschewski and the team met expectations for performance against those goals, and I’m excited to see the progress quicken as we head into year 3. Dr. Milaschewski has established himself as among the most impactful leaders across the state, and set a high bar for the amount of progress that we can make in a short time. Investments like the development of innovation pathways, the successful implementation of a new elementary literacy curriculum and the focus on ILTs are huge successes for the district, and remaining priorities like scheduling improvements and improved math pathways will also play a significant role in moving our district forward.



Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	II-B, IV-A	Coaching, Developing and Supporting Principals - Implement a district strategy for coaching, supporting, and developing principal talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Professional Practice Goal	I-B, III-C	NSIP - Develop skills in strategy development, data analysis, equity and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 1	I-C, II-A, II-C, II-E, IV-E	District Strategic Plan - Design and publish multi-year district strategic plan by June 30, 2023.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 2	I-B, IV-A	Innovations - Prioritize, address, and/or create path forward to address structural and systematic issues/themes/dilemmas outlined in Superintendent's Report of Entry Findings, including elementary half-days, secondary math pathways, school schedules, RMHS innovation pathways, middle school literacy curriculum, elementary musical programming, full-day Kindergarten, and community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Milaschewski continues to (appropriately) prioritize instruction above nearly all else, as it is one of the greatest opportunities to move the needle for our district's performance. The foundation and norms established for the regular and consistent use of assessments will pay great dividends in future years. Similarly, the establishment of ILTs and other mechanisms to help drive excellent instruction are important foundational steps that build on Dr. Milaschewski's entry findings and put us in a good position to execute on a number of elements of the new district strategic plan. I had hoped to see more progress on math pathways this year so that we would be implementing changes before another cohort is negatively impacted. On the flip side, progress on innovation pathways was outstanding, and getting two approved and launched for the fall is excellent progress.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*): The impact of our METCO Coordinators / SACs has been a success beyond what we could have imagined in year 1, as has been the rapid improvement in our food services. The quality, variety and healthiness of our cafeterias has improved dramatically, and this has a significant impact on creating a favorable environment for our kids. I am similarly quite pleased with progress made in the HR Mgmt area, under Dr. Milaschewski's leadership but in particular through the efforts of Ms. Roach. Dr. Milaschewski deserves credit for giving her the freedom to think creatively about things like substitute surge pay. We've also continued to have more success than lots of districts in attracting candidates for the turnover all districts are facing, including candidates of color. Dr. Milaschewski also deserves plenty of credit for being a strong culture leader – prioritizing being available to and visible for staff, as well as celebrating the great work happening around the district.

There has not been as much progress on key scheduling priorities, but Dr. Milaschewski and the team are continuing to move these forward. Finally, with Ms. Botta's leadership, we had another exceptionally successful budget process. The team found ways to fund many key priorities and continue to prepare us for more difficult years ahead.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*): Dr. Milaschewski's greatest strengths probably lie within this standard. He's a gifted communicator who is proactive, genuinely interested in listening, and who takes accountability for mistakes while always crediting the team for successes. He has created an expectation of greater cultural proficiency in communications across the district, and continues to do an excellent job of looping in families and interested parties for major initiatives, including and especially when they might otherwise be detractors.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

X. Focus Indicator (check if yes)				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): I think Dr. Milaschewski excels at creating the space for a shared vision to come together, at soliciting input and true engagement, and at socializing that vision. A huge part of our vision for the district is the commitment to high standards, and getting buy-in on what that means remains a bit of a work in progress. There is more to do to ensure that all of our staff, families and students understand that the expectations are high for what we should be able to achieve together, and to get all of those stakeholders pulling in the same direction for some of our most significant opportunities as a district.				

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Thomas Milaschewski
Evaluator: Carla Nazzaro 6/11/2023
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

It is my pleasure to complete this evaluation for Dr. Milaschewski. The committee recently ratified a contract with a 6-year term. We are happy with the progress that the district has made in the past two years, and we are looking forward to the positive direction that the district is heading for years to come.

Dr. Milaschewski is a thoughtful leader who collaborates with stakeholders, gathers and synthesizes data and then implements processes that will improve outcomes. He has a talented staff working beside him, and their collective goal is to give our students quality educational instruction. He builds trust with staff, students, parents, and welcomes and appreciates differing points of view. He is consistently thoughtful with his approach.

I would like to highlight the purchase and implementation of ACR Core as one of the most significant achievements of Dr. Milaschewski's tenure. The implementation of ARC Core is a fundamental and crucial step for the district in terms of literacy instruction at the elementary level. The grade 3-5 roll out this year will be followed by K-2 next year. Embedded professional development and coaching along with constant check-ins and data gathering are some of my favorite parts. I like that teachers can quickly identify student achievement and techniques that have not been mastered. Students will quickly get what they need to take them to the next level. I look forward to following the progress of all these students.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	II-B, IV-A	Coaching, Developing and Supporting Principals - Implement a district strategy for coaching, supporting, and developing principal talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	I-B, III-C	NSIP - Develop skills in strategy development, data analysis, equity and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
District Improvement Goal 1	I-C, II-A, II-C, II-E, IV-E	District Strategic Plan - Design and publish multi-year district strategic plan by June 30, 2023.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	I-B, IV-A	Innovations - Prioritize, address, and/or create path forward to address structural and systematic issues/themes/dilemmas outlined in Superintendent's Report of Entry Findings, including elementary half-days, secondary math pathways, school schedules, RMHS innovation pathways, middle school literacy curriculum, elementary musical programming, full-day Kindergarten, and community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Milaschewski sets expectation for the content and quality of instruction, and he empowers his principals and district leadership team to carry out this work. I believe the Student Learning Goal (coaching, supporting, and developing school leaders) is one of our most important goals that will have the most significant impact on student learning in our district at all levels. The 1-on-1 coaching provided to our principals by Salem State has been reported to be meaningful and helpful. Support from non-evaluators seems to be more productive for principals by encouraging collaboration when problem solving and working on vulnerabilities. The focus on principals being instructional leaders will forge effective partnership with teachers as well. Salem State coaching coupled with periodic check-ins with individual principals by the superintendent are effective.				

Another huge add for next year will be the addition of an assistant principal in each of our five elementary schools. This position will allow principals to better focus on being instructional leaders. School based instructional leadership teams are most effective in increasing student outcomes. ILTs will allow schools to lead improvement efforts by assessing student outcomes and applying targeted professional development. The key to this entire effort is having current and accessible data which will help drive progress. At the middle school level, I am looking forward to seeing data from the i-Ready Common assessment for both Math and ELA. It will identify how students are progressing towards grade-level standards and will identify areas where targeted interventions and supports are needed. This is an area where the district has been lacking in the past.

The inclusion of k-8 math coaches as well as the imbedded coaching in our ARC Core curriculum is critical to the success and effectiveness of our teachers. Our teachers need to feel and be supported when rolling out new curriculum. Our elementary school teachers have been doing an incredible job digesting this new curriculum this year.

I would like to hear more about the progress and findings of our District Data Team, what they are doing and how effective they have been. I know they have focused on high needs students, increasing school attendance rates, discipline tracking, etc.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Focus Indicator (check if yes)

OVERALL Rating for Standard II: Management & Operations
The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

There are a lot of different factors that fit into the the Management and Operation of schools. The overall cleanliness and accessibility of our buildings; the quality of the food served to students and staff; leadership and career growth opportunities and upward mobility; professional collaborative time; safe and supportive working environments and school schedules that provide access to quality instructional time. There have been positive changes in all these areas.

Dr. Milaschewski understands that staff are the greatest asset of any district. I love the adoption of the Distinguished Teacher/Staff awards and recognition for years of service. The ceremony that we had last week during our meeting, and the reception before, was wonderful. The underlying theme with each of the speakers was 1) this person is the “glue” that keeps our office/school together, and 2) this person is student focused and continually puts each individual student’s needs first. I love the recognition and hope to see more of this in the future.

In the past, there was always a lot of talk about how to increase staff diversity. We know how important it is for students to have role models and to see and experience diversity in our staff. This past year we have dramatically increased our staff of color in each of our buildings. Our 6 METCO Coordinators/Adjustment counselors as well as our high school METCO coordinator are people of color. This staff has been able to accomplish in one year, what the district has not been able to accomplish in the past several years. I appreciate the creative thinking in creating these dual-role positions. They have been so effective that they are being replicated in other METCO districts. All eyes are on Reading with many of our METCO initiatives.

It has been amazing to watch Dr. Milaschewski and his team develop a district budget that aligns with the district’s vision, mission, and goals that addresses the needs of all students. They continually seek alternate funding sources and grants when available.

The Killam School Building project is near and dear to me. I am excited with the project team that has been formed and with the Owner’s Project Management firm (TERVA) that we have selected. The unanimous Town Meeting vote of the \$2.2 million dollar feasibility study was a high point and highlighted the community backing there is for this project. We are grateful to have been selected to be in the MSBA pipeline.

I am delighted with the progress and improvements made to our Food Services Program. Our food quality and food options have improved, and it is wonderful to see the excitement in our cafeterias. The back to basics of providing fresh fruits and vegetables and delicious foods options is so important to help students get thru their day. Keep it up!

I have heard positive feedback from staff members about Dr. Milaschewski 's one-to-one meetings with staff members in each school. It boosts morale and gives staff the opportunity to recommend changes for our district. Creating a better work environment for our staff translates into better learning conditions for our students. I hope to see these meetings continue in the future.

I am encouraged by the progress made as we step closer to being able to offer free full day kindergarten. This has been something that has been discussed at great lengths for a long time and I am happy with the progress that we are steadily making. I am appreciative of the support that we have gotten from the town regarding this initiative.

Effective school scheduling at both the high school and middle school levels is so important, and I am pleased that these issues are being focused on It will allow students to have more flexibility and opportunities to take desired classes, and it will allow students to participate in focused pathways. It will better utilize the time that we have during the school day.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL Rating for Standard III: Family & Community Engagement

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

 X**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

Effective communication is not something that comes easily to most people. It is tricky to determine how much communication is wanted, needed or necessary in a district. Overcommunicating can cause people to disengage, whereas under communicating may cause distrust. It is a balancing act. It is also important to know your audience and know what type of communication is needed in different circumstances and with different stakeholders. It is always a balancing act to figure out the right amount of communication.

It is abundantly clear that Dr. Milaschewski is an effective communicator and a collaborator. People feel heard. He consistently solicits feedback and always welcomes a conversation. He makes himself available to all stakeholders. He does weekly district updates, created the first annual III community report that went out to the entire town, and is very responsive to individuals who reach out to him with concerns.

A perfect example of his effective communication was the unanimous Town Meeting Vote to fund the \$2.2 million Killam School Feasibility Study/Schematic Design. We had a unanimous vote of approval and did not have one question after the presentation...transparency and trust! Having no questions after the presentation may have been a first for Town Meeting.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> X
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input checked="" type="checkbox"/> Focus Indicator (check if yes)</p>		□	□	X□
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>OVERALL Rating for Standard IV: Professional Culture</p> <p>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>	□	□	□	X□
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p>It is apparent that the Superintendent and his staff are unified in their message and vision of equity and educational excellence for all students. It is further evident in the 3 Core Values which identify him as a leader and how he approaches issues – through collaboration, equity, and excellence. Dr. Milaschewski understands the importance of collaboration with his staff. He asks, listens, validates, and builds trust through every process.</p> <p>Doing what is best for students is part of every conversation and discussion. It is part of the District Strategic Plan and is a consistent theme in all our meetings. Getting people into the classroom and understanding how to best support teachers is important. Many of us took part in Community Day on April 26th where members of the School Committee, Central Office Staff, The Town Manager and his staff, members of the Select Board, the Fire Chief and others spent the day in the classroom. It reminded us of what a student’s day is like, showed us what a teacher’s day was like and how the budget that we manage and the decisions that we make affect the outcome for student’s educational experiences.</p> <p>Even though it seemed so long ago, the offsite retreat that we had last summer allowed the School Committee, the RTA staff and the Central Office Team to establish relationships and a shared vision for our district. Building these relationships helps with collaboration throughout the year.</p>				

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:	Thomas Milaschewski	_____	_____
Evaluator:	Thomas Wise	_____	06-16-2023
	Name	Signature	Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement*, or *Unsatisfactory*.

Comments:

Overall: Dr. Milaschewski and the leadership team across the district continue to set a strong path for district improvement. None of them are comfortable or settling for the current level of performance our district is executing and they all have a focus on improving outcomes for ALL students. That focus drives them day in and day out and Dr. Milaschewski's collaborative, calm leadership and demeanor set the standard. There are many improvement efforts in flight at the same time, all while operating our district's day-to-day needs and navigating the parent, staff, and community feedback loops expertly. Further, Dr. Milaschewski continues to be open to feedback and ideas from anywhere. He carefully weighs them, considers the background, studies the information, and decisively incorporates the feedback in a constructive and proactive fashion. Overall, Dr. Milaschewski's style and confidence empower his leadership team to live the improvements daily and lead in their own, localized contexts as well.

Professional Practice – New Superintendent Induction Program: Dr. Milaschewski continues to perform admirably in the NSI program. Every time I see his coach around the office, she has nothing but praise for Dr. Milaschewski and the leadership team. This is evidenced by the fact that she refers other districts to Reading when they have questions about how to do something. Further, in November, I was fortunate enough to join Dr. Milaschewski at the joint MASS/MASC conference as the moderator of a panel discussion on the first year of a new superintendent. Dr. Milaschewski was recommended for the panel by his coach and the Harvard educator that led the panel. For this level of activity, recognition within the program, and based on my own observations, I am rating this goal as **Exceeded**.

Student Learning – Coaching, Developing, and Supporting Principals: My initial rating for this goal was Met. However, as I reviewed all the evidence provided, including agendas, presentations, a summary of the training from the Salem State coaches, ratings by the principals themselves of the training they had, and commentary provided, I couldn't help but move this to **Exceeded**. Some of the key takeaways I have from all the evidence:

1. The discussions around calibrating on rigorous instruction appear to have been artfully crafted and included many takeaways from the principals.
2. The words of the principals speak volumes about what they received out of the training.
3. The training was self-corrective and improved from meeting to meeting with the final meeting recording an average rating of 4.5 out of 5 across all eight principals.
4. Incorporated in the training was numerous opportunities to improve their own instructional leadership as well.

An anonymized selection of some of the feedback that helped to flip me from Met to Exceeded follows:

- "Powerful ideas to support my leadership and work with teachers. I loved the workshops on adult development and making practice public today. So relevant to my work and gave me some ideas to implement immediately with my team and the teachers I am coaching."
- "Today's session allowed for deep reflection on how we as leaders move faculty forward in continuous learning. The time was meaningful and helpful, esp. when I could envision how the work we did today could directly carry over to our ILT growth and development."
- "I love these meetings. I feel as if I learn a lot, leave the space more thoughtful and excited, experience things that are modeled and useful, and inspired to take next steps. I appreciated being able to participate in both breakout rooms rather than having to choose, as both were valuable."

As we know from multiple studies, strong instructional leadership within the principal role drives school improvement. Therefore, I am looking forward to seeing improvement growth within our principals and improvement in academic achievement across each of our schools.

District Improvement – District Strategic Plan:

As of this writing, the District Strategic Plan is still in progress, but well along its path to completion. It currently has been published to the wider public for feedback. Further, it was generated in a very collaborative way across multiple stakeholders and within teams throughout the district. The plan is extremely detailed and quite aggressive but does not hit on all the innovations we have discussed as a leadership team. I appreciate the collaborative nature of the structure and execution of the plan. I do have concerns about the alignment of all the sections since they were crafted independently by four different teams. I am also concerned about our ability to expertly execute all the initiatives outlined in the plan, but I appreciate the desire to be aggressive rather than settling for the current status quo. The urgency in the plan is palpable. Since the public portion of the plan is not yet complete as of this writing, I have rated it **Significant Progress**. Considering the importance over the next three to six years of the Strategic Plan, I have given it a heavier weight in the overall District Improvement Goal section so that the entire section is **Significant Progress** as well.

District Improvement – Innovations: This year, we have made progress with the Innovation Pathways, achieving official recognition from the State, and being awarded multiple grants to support it. With this work comes a great degree of Community Partnership as well. This sort of change at the High School was long overdue and it is great to see the work progress, the staff excited, and the change coming. Of course, the work done last year to set us on a path for Free Full Day Kindergarten continued this year, but there wasn't much work done this year on that front.

Additionally, the Middle School Literacy Leadership team was formed as well, but no substantive changes are yet publicly visible. Unfortunately, work on the Elementary Music, Elementary Half-Day Fridays, Secondary Math Pathways and other innovations haven't made much progress yet. There is work being done by key staff members across the district, but there are not yet publicly facing changes and thus, another year will pass without these key structural changes made to our district. As for priority, the leadership team prioritized the Innovation Pathways and Middle School Literacy Leadership back in February. Four of the six School Committee members asked for Secondary Math Pathways to receive a higher focus as well. Thus, of the three priorities, only one will be functionally available for the FY24 school year. With that said, I want to continue to express caution about biting off more than we can chew at one time while also wanting us to stay sufficiently aggressive. Overall, there have been **Some Progress** this year, but not enough for me to rate this as Significant Progress, Met, or Exceeded.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	II-B, IV-A	Coaching, Developing, and Supporting Principals. Implement a district strategy for coaching, supporting, and developing principal talent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Practice Goal	I-B, III-C	New Superintendent Induction Program. Develop skills in strategy development, data analysis, equity, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 1	I-C, II-A, II-C, II-E, IV-E	District Strategic Plan: Design and publish a multi-year district strategic plan by June 30, 2023.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	I-B, IV-A	Innovations: Prioritize, address, and/or create a path forward to address structural and systematic issues/themes/dilemmas outlined in the Superintendent's Report of Entry Findings, including elementary half-days, secondary math pathways, school schedules, RMHS innovation pathways, middle school literacy curriculum, elementary musical programming, full-day Kindergarten, and community partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned with their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision Making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			

OVERALL Rating for Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments and analysis (recommended for any overall rating; required for an overall rating of *Exemplary*, *Needs Improvement*, or *Unsatisfactory*):

Instruction: The definition of Exemplary through the rubric is, “Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.” If one steps back and looks at the beginning of the year, you can see this focus from the beginning. The expectation was rigorous, high-quality instruction. Further, that was embedded in the principal training throughout the year and level setting, then it was expected to be carried into the schools for each of the various Instructional Leadership Team foundation building as well. Initially, when reviewing these criteria, I was stuck on the “stays informed of new, evidenced-based instructional practices” portion of the definition. Upon further consideration, I must commend Dr. Milaschewski in that area as well. As an example, he leveraged evidence about principals as instructional leaders to bring about the goal of principal training, he used similar research to support the budget ask for assistant principals, and finally he investigated and found further research to support the hiring of Math Coaches in the K-8 space for next year. The final step of the exemplary definition was monitoring, observation, and feedback. In this case, Dr. Milaschewski continues to set a high bar and engages in this process directly multiple times throughout the year. He does it expertly, reassuringly, and supportively all

while building consensus and driving for improved outcomes for ALL our students. Additionally, he has done this in every school, with all the principals, and with many members of the staff. He has also continued to have meetings with staff members to provide open forums, two-way communications, and generally positive morale district-wide. For these reasons, I have provided a rating of **Exemplary** in this category. While, per the rubric, this is Exemplary, I do want to continue to see progress across the district in shared experiences for our students and families. Whether that means students in Algebra 1 at the High School or one of the Middle Schools, the curriculum coverage, the standards, and execution of rigorous instruction with multiple onramps for student support should be similarly executed across the district. Along the same lines, students in third grade at any of our Elementary schools should experience the same thing as well. This standardization starts with curriculum tools but continues with shared instructional expectations and understanding for ALL students. We have not yet achieved that as a district, but the foundation is set to get there if we continue the path and continue to norm on those high, rigorous expectations.

Assessment: The definition of Exemplary per the rubric is, “Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student’s learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators’ efforts and successes in this area. Models this practice for others.” As I break down this definition, I see three key points for consideration or analysis. They are:

1. **Empowerment of administrators and instructional staff.** The core of Dr. Milaschewski’s character is collaboration. He models it daily. He also expects it from his team. We see this throughout this indicator in the execution of the Instructional Leadership Teams at each of our schools. Further, we know Dr. Milaschewski empowered Dr. Hardy to collaborate with the Director of Academic Achievement at the High School. This collaboration further enriched the relationships with the Department Heads. This was also evident throughout the various walk-throughs the administrative leadership team conducted throughout the year, including principals visiting each other’s buildings to calibrate on the WHAT and HOW throughout the year.
2. **Alignment of assessments to content and grade-level standards.** The assessments used, especially in Elementary and Middle School, are directly aligned to the standards and content taught. The IRLA, a core assessment used in alignment with ARC Core for Elementary Reading, is aligned to both State Standards and the Five Foundational Reading components. The IRLA has also been proven to be highly correlative to many states’ standard exams.
3. **Modeling the practice.** The team leveraged the IRLA data earlier this year to increase staffing at Killam for an additional Reading Specialist, evidence of staffing adjustments that were driven by data analysis and insights. This was done at the District Leadership Team level and thus is evidence of Dr. Milaschewski modeling the practice of leveraging the data to make informed decisions.

While overall I will rate this as **Exemplary**, I do still want to see collective growth in the use of the assessment data district-wide. As we strengthen our assessment leverage muscles, we will be able to tailor instruction to our students’ needs more proactively and avoid many of the historical “wait to fail” pitfalls. Further, I want to understand more about the formal and informal assessments at the High School, how they align to standards and curriculum, and how we leverage them to improve student participation and outcome. Historically this has been a weak point for the district, and I posit that such a weak point remains due to limited common assessment tools across the variety of subjects at the High School level. Further, I expect the evidence next year to provide more details and anonymized examples of how our assessments and data use positively impacted student outcomes throughout the year. The majority of the point of said assessments is to make near real-time adjustments and not have to wait for larger test/assessment data to help students in areas they are struggling.

Other Commentary: While Curriculum, Evaluation, Data-Informed Decision Making, and Student Learning were not focus indicators this year, we do continue to see positive progress in each of them but need to continue to improve in each of them as well. We need to improve our ELA curriculum across the Middle and High School and the Middle School Literacy Leadership team is taking up that task. I would like to see that expanded to the High School as well as there has been a lot of level-setting on expectations, standards, rigor, etc. within that team that could also inform High School practice. Further, as outlined above, we need to continue to expand on our Data-Informed Decision Making processes so they are not one-off processes, but rather ingrained expectations and processes throughout the district. This data understanding and literacy by all levels of the educational staff will only continue to further improve Student Learning as these indicators are all supposed to be symbiotic toward the final one. Further, I would like to see Data-Informed processes help with Evaluations as well. As we look to improve rigor and instruction, we need to know where we have pockets of strength and weakness so we can leverage the strengths to improve on the weaknesses and help our teachers get even better in support of our students. To that end, next year I would like see if we can add Data-Informed Decision Making and Evaluation to the focus indicators.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with the district- and school-level goals and available resources. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for an overall rating of Exemplary, Needs Improvement, or Unsatisfactory): <u>Environment:</u> Like other indicators, the Exemplary definition includes the keywords “empowers all administrators”, “assesses efficacy ... and makes adjustments”, and “models this practice”. Within the definition, there are three key bullets to focus our analysis and understanding. They are: <ul style="list-style-type: none"> orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and safe and supportive learning environments for all students. Once again, Dr. Milaschewski has enabled the empowerment of his team by setting the charge and expectation, then getting out of the way. Examples over the last few years include the Attendance Committee which led to Handbook and Policy changes to the execution of the Panorama Survey and leveraging that data to assess the sense of belonging of students and staff. Additionally, at both the Middle and High Schools, the administrative teams have been working with school schedule consultants to bring about change to improve time on learning that positively impacts student learning. In no way, shape, or form is everything complete, but Dr. Milaschewski has set the expectation, empowered the team, and monitored the progress throughout the year. Additionally, we have seen great improvement in the Food Service offerings across our schools and the manifestation of student's voice in that process. Further, with the advent of the METCO Coordinator/Student Adjustment Councilor roles in Elementary Schools, we have heard how students at those schools are benefiting. For all these reasons, I am rating Dr. Milaschewski as Exemplary in this category. <u>Human Resources Management and Development:</u> Throughout Dr. Milaschewski's time in the district, greatly supported by the Director of Human Resources and her team and the Assistant Superintendents, we have made great strides in this category. The differentiation between Exemplary and Proficient lies in the fine details. There are two sub-bullets of				

growth that we still need to see before rating him Exemplary. First, we need to see formalized distributed leadership and career growth opportunities. We do have more distributed leadership opportunities than we had in the past and we are seeing more career growth with many of our staff members applying for and being selected as assistant principals, but we haven't formalized the paths yet. Missing formalized distributed leadership and career growth opportunities from being exemplary. The second is the fact that we do not yet have evidence to support the results of the professional development leading to high-quality and effective practice. While I have no doubt we are growing in that area and I do believe professional development has been more targeted and aligned to need than it has in the past, we still need to see the results. For those two reasons, I am rating this category as **Proficient** on the path to Exemplary, but not yet there.

Scheduling and Management Information Systems: There are two very simple keys to this indicator in the rubric, empowerment of other administrators to do the work and support for collaboration across and within schools. Dr. Milaschewski easily checks both boxes, however, there is still area for growth. I would like to see Dr. Milaschewski work on WHEN to jump in himself to move the ball forward more aggressively in some spaces. Unfortunately, we are going into FY24 without significant and needed schedule changes at the High School and despite multiple pleas to get the community involved, we have yet to see any sort of reach out for parent or community feedback. While small changes were made for next year (collapsing Physical Education and Health into a single semester if necessary), the larger, more meaningful changes remain on the back burner. For that reason, I am rating this category as **Proficient** as I would like to see the adjustments made earlier in the process.

Fiscal Systems: To me, this one is a slam dunk as **Exemplary**. He is absolutely the leader of the administrative team, but he does it with such ease and confidence in his team. They have secured multiple grants this year and last year to support the work at the High School and Elementary levels. Further, with School Choice, we brought in approximately \$40,000 in additional funds to support the district this year as well. While Dr. Milaschewski didn't do the work himself, he set the team up for success, supported them and they delivered time and again for the district. Such is the environment in Central Office and throughout the district leadership right now. When you layer in the extremely detailed quarterly financial reports, the plan for Full Day Kindergarten, carefully managing the Operating Fund offsets, and cleaning up the Student Activity Accounts, there is so much going on in this space that we should be proud of.

Overall, because I round down, not up, this section gets a **Proficient**.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for an overall rating of Exemplary, Needs Improvement, or Unsatisfactory):

Communication: The rubric definition for Exemplary here is, “Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families’ home languages, culture, and values.” While the Proficient definition is, “Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance, that is provided in multiple formats and reflects understanding of and respect for different families’ home languages, culture, and values.” It is clear to me that at minimum, Dr. Milaschewski is proficient in this skill. As I look at the step from proficient to exemplary, I see the supporting and empowering administrators to engage in the same and the focus on district-wide communications. It is clear to me that the district-wide communications, especially the weekly e-mails and the newly created and published District Newsletter are examples of communications in multiple formats and multiple languages. Further, from a two-way perspective, the presentations to FinCom and Town Meeting were adeptly navigated through two-way discussions by Dr. Milaschewski and our Director of Finance and Operations. While I am going to rate this as **Exemplary**, I would like to see more evidence of support for other administrators and more engagement from those administrators in the two-way discussions. I have confidence he has supported them behind the scenes, and we have seen many of them present to the School Committee, but I would like to see more opportunities to navigate difficult circumstances. We have opportunities for that next year with the Math Pathways Community group and a potential High School Community Scheduling committee. The more opportunities for authentic engagement with the community we present to our next line of administrators, the more we will prepare them for the next steps of their careers.

Other Feedback: While the other indicators are not Focus Indicators and thus not rated for the official review, I would be remiss if I didn’t comment on Dr. Milaschewski’s strengths in these areas. He continues to encourage engagement from families and the community. One example was a day in late April when he responded to a teacher’s suggestion to have leadership come into the schools for a full day rather than just a few hours. He didn’t stop with just his Central Office team or the School Committee. He instead invited Town Leadership like the Town Manager, Select Board, and Finance Committee to demonstrate his collaborative nature and absolute understanding of how he needs to continue to engender support across the Town.

Additionally, Dr. Milaschewski continues to be open to feedback and is ready, willing, and able to address family concerns in a proactive and productive way. The most recent example of that involved concerns raised by some parents around a survey for students and the age appropriateness of some of the questions. Dr. Milaschewski heard the parents’ concerns, considered them, engaged in discussions with the Middle School principals, and addressed the complaint by making changes to the survey while still maintaining the integrity of the survey and results.

Superintendent’s Performance Rating for Standard IV: Professional Culture



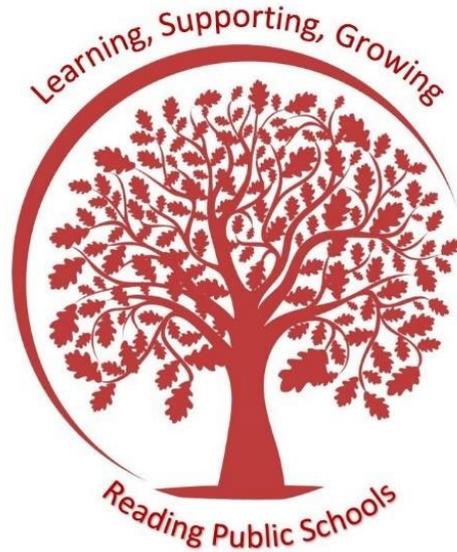
Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input checked="" type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	☒
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>OVERALL Rating for Standard IV: Professional Culture</p> <p>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>	□	□	□	☒
<p>Comments and analysis (recommended for any overall rating; required for an overall rating of <i>Exemplary</i>, <i>Needs Improvement</i>, or <i>Unsatisfactory</i>):</p> <p><u><i>Commitment to High Standards:</i></u> The key differentiating factors between Exemplary and Proficient for this this Indicator include an established district-wide commitment to high standards, empowering other administrators to share in leading meetings that address important matters and modeling the practice. Dr. Milaschewski hits the nail on the head in all three cases. The district is clearly focused on excellence and the idea that “all means all” in helping our students to achieve that excellence. Further, whether it is empowering Dr. Hardy to lead the Middle School Leadership team (after she led the Reading in Reading team last year), supporting Dr. Stys and her decision to execute multiple Special Education Program reviews in one year, or enabling our new Director of Academic Achievement (Jessica Callanan) to drive High School improvement with the Innovation Pathways, Dr. Milaschewski continuously establishes a means for our next level leaders to shine in their own right. Finally, Dr. Milaschewski has modeled this practice in offsite meetings, other leadership meetings, and many public forums. For this, I rate this category as Exemplary.</p> <p><u><i>Shared Vision:</i></u> The difference between Proficient and Exemplary is continuous engagement in the process of creating a shared version vs. leading the creation of the shared vision. While Dr. Milaschewski values and considers all inputs, he is absolutely the unequivocal leader of the vision that all means all. All our students deserve the opportunity to excel academically, socially, and emotionally. All our students deserve the opportunity to pursue the college or career or their choice and our district will help prepare the road for them. Dr. Milaschewski is Exemplary in this category as well.</p>				

Reading Public Schools

School Committee Meeting Packet

June 22, 2023



Old Business



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

READING SCHOOL COMMITTEE

Shawn Brandt Chair
Carla Nazzaro Vice-Chair

Erin Gaffen
Sarah McLaughlin
Charles Robinson
Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Shawn Brandt, Reading School Committee Chair
DATE: June 5, 2023
TOPIC: June 8th Policy Updates and Revocation

At our June 8th meeting, we will have eight policy updates to consider and one for which to consider revocation. All of these updates are eligible for a single meeting review and adoption. A note detailing the policies for review, the reasons they have come up for review, and the process to date has been providing by subcommittee Chair Wise and is included within this memo. For each of the policies being updated, we will include both the original version and the red-lined version passed by the subcommittee in the packet. The current version of DJG for revocation is in the packet as well. Finally, we are also including the minutes from several subcommittee meetings as an FYI, as detailed by Mr. Wise below.

From subcommittee Chair Wise:

Below is a summary of the Policies that the Policy Subcommittee has reviewed, updated, and is recommending the full School Committee adopt (single meeting adoption in all cases):

1. GCJ – Professional Teacher Status: This policy change is the result of a review of our Director of Human Resources and is updated to be in alignment with State Law. The Subcommittee voted 3-0 during our meeting on April 13th to recommend these changes to the School Committee for adoption.
2. DGA – Authorized Signatures: This policy update was made after MASC reviews in both 2021 and 2022. We made significant changes to the MASC version to align with our practice. The Subcommittee voted 3-0 during our meeting on April 13th to recommend these changes to the School Committee for adoption.
3. DH – Bonded Employees and Officers: This policy update was made after MASC reviews in both 2021 and 2022. The Subcommittee voted 3-0 during our meeting on April 13th to recommend these changes to the School Committee for adoption.
4. DI – Fiscal Accounting and Reporting: This policy update was made after MASC reviews in both 2021 and 2022. The Subcommittee voted 3-0 during our meeting on April 13th to recommend these changes to the School Committee for adoption.
5. DIE – Audits: This policy update was made after MASC reviews in both 2021 and 2022. The Subcommittee voted 2-0 during our meeting on May 9th to recommend these changes to the School Committee for adoption.
6. DJ – Purchasing: This policy update was made after MASC reviews in both 2021 and 2022. The Subcommittee voted 3-0 during our meeting on April 13th to recommend these changes to the School Committee for adoption.
7. DJA – Purchasing Authority: This policy update was made after MASC reviews in 2021. The Subcommittee voted 3-0 during our meeting on April 13th to recommend these changes to the School Committee for adoption.
8. DK – Payment Procedures: This policy update was made after MASC reviews in both 2021 and 2022. The Subcommittee voted 2-0 during our meeting on May 9th to recommend these changes to the School Committee for adoption.

Additionally, in our Policy Manual review, it was noted that MASC revoked Policy DJG – Vendor Relations in June of 2017. After reviewing with Legal and our Director of Finance & Operations, the Subcommittee voted 2-0 during our meeting on May 9th to recommend the revocation of this policy from our policy manual to the School Committee as well.

Process-wise, all policies were aligned with MASC, reviewed by legal, updated by legal where necessary, reviewed by the Central Office administration team, reviewed and updated by the Subcommittee with appropriate Central Office administration team members, then voted upon. If necessary, a follow-up review was requested by legal as well, and no further changes were deemed necessary. Additionally, in this set of changes, we have incorporated all the changes into single documents. Thus, I am attaching the versions currently in our policy manual and the version, with all the redlines, we finally agreed upon and approved.

Further, some members of the Subcommittee felt the Meeting Minutes may be insightful for members of the full School Committee with respect to the discussion, feedback, and input process we went through in our review. Therefore, I am attaching a few of the finalized minutes as well. Of note:

- a. GCJ – See minutes from 2023-02-15 and 2023-04-13.
- b. DGA – See minutes from 2023-02-16 and 2023-04-13.

PROFESSIONAL TEACHER STATUS

Teachers and certain other professional employees who have served in the school district for three consecutive years shall be entitled to professional teacher status. The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base his/her decisions on the results of evaluation procedures conducted according to committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15.

A teacher who attains professional teacher status will have continuous employment in the service of the school system. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which he or she is legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he or she is not legally qualified.

Adopted by Reading School Committee on August 24, 2006.

LEGAL REFS: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42; 71:43

PROFESSIONAL TEACHER STATUS

Teachers and certain other professional employees who have served in the school district for three consecutive, ~~and~~ qualifying years shall be entitled to professional teacher status.

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The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year, or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base ~~his/her/their~~ decisions ~~on the results of evaluation procedures conducted in accordance with~~ ing to School Committee policy or otherwise allowed by law or regulation.

Commented [TW1]: Not a common practice of RPS per Michelle.

Commented [TW2R1]: Agreed by the Committee to stay as recruiting tool or otherwise.

At the end of each of the first three ~~Professional Teaching Status (PTS) qualifying~~ years of a teacher's employment, it will be the responsibility of the ~~Principal and/or~~ Superintendent to notify each employee ~~promptly~~ in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15 ~~or at an earlier date if required by a collective bargaining agreement.~~

Commented [TW3]: Per Michelle, the law allows us to dismiss for any reason.

Commented [TW4R3]: We want to look to add something here to determine how to align with the MGL option of non-renewal in the first three years.

Commented [TW5]: Suggested addition from Michelle.

Qualifying years are defined as:

1. Each year ~~qualifying~~ is executed under a ~~full~~ DESE Massachusetts Department of Elementary and Secondary Education ~~teacher license or another appropriate licensure. This excludes emergency and waiver situations.~~
2. ~~No leave greater than 30 calendar days was taken during the three-year period~~ each year.

Commented [TW6]: Grammatically suggests changing this phrase to "the Superintendent will"

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Commented [TW7]: Technically an emergency license is a teacher license, but that shouldn't count toward PTS per Michelle. So, should we try to delineate here in some way? Colby previously removed "full" from this section.

A teacher who attains professional teacher status will have continuous employment in the service of the school system ~~district subject to satisfactory evaluations and good conduct in accordance with M.G.L. c. 71 s. 4271:42.~~ A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school ~~system~~ district in another position, ~~subject to availability,~~ for which ~~he or she is~~ they are legally qualified.

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Commented [TW8]: Suggested addition from Michelle.

Commented [TW9]: Suggested addition from Michelle.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which ~~he or she is~~ they are not legally qualified.

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~~Adopted by Reading School Committee on August 24, 2006.~~

LEGAL REFS: M.G.L. [71:38](#); [71:38G](#); [71:38H](#); [71:41](#); [71:42](#); [71:43](#)

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~~Adopted by the Reading School Committee on August 24, 2006.~~

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~~Reviewed, Revised, and Adopted by the Reading School Committee on~~

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AUTHORIZED SIGNATURES

The chairman of the School Committee, or the vice-chair when the chair is unavailable, and the Superintendent will sign payrolls presented for approval.

The town treasurer, who also serves as the school department treasurer, signs all checks drawn against school department funds. No other signature is valid.

LEGAL REF.: M.G.L. 41:41

Adopted by the Reading School Committee on September 28, 2006.

AUTHORIZED SIGNATURES

The School Committee understands its financial stewardship role and takes it very seriously. As such, the Committee utilizes the following process for authorized signatures with financial implications:

1. For contracts that are the responsibility of the School Committee (Union Contracts and the Superintendent Contract): The Chair of the School Committee will be primarily responsible for signing contracts on behalf of the School Committee. In their absence, if time critical, the Vice Chair can sign instead.
2. For bills, payrolls, and warrants: While Massachusetts General Law allows for the roll call vote of one member to be responsible for review and approval, the School Committee of Reading Public Schools prefers that a quorum of the body review and approve them as correct and approved for payment.
3. For contracts covered by FERPA or Employee Privacy laws: The Committee delegates authority to the Superintendent.

In the first two cases, The School Committee will designate by roll call vote a single one member responsible for the review and approval of all bills, payrolls, and warrants as correct and approved for payment.

A record of this approval will be made available at the then-current or at on the next regular Committee agenda. In the last case, non-student or personnel identifying information, including a brief amount of trend analysis, will be shared with the Committee on a semi-annual basis to coincide with the second and fourth quarterly financial update. Such designation does not limit the responsibility of each member.

The town treasurer, who also serves as the school department treasurer, signs all checks drawn against school department funds. No other signature is valid.

Additionally, there are times when a signature is required from the School Committee as part of a state or other process (e.g., MIAA waiver applications, MSBA applications or submissions, etc.) requirement. In those cases, the Chair of the School Committee will be responsible for signing the appropriate document. In their absence, if time critical, the Vice Chair can sign instead. The Chair or Vice Chair shall notify the rest of the Committee at the next meeting that such an action has been taken.

LEGAL REF.: M.G.L. [41:41](#); [41:52](#); [41:56](#)

CROSS REF: DK, Payment Procedures

Adopted by the Reading School Committee on September 28, 2006.
Reviewed, Revised, and Adopted by the Reading School Committee on _____.

NOTE: The above language implements a single signatory of district warrants. It should be altered according to district practice. Town and city charters often address this topic; alignment with charters is necessary. References to appropriate sections of a charter should be added as necessary.

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Commented [TW1]: This is a note for consideration and investigation. It should be removed from the final version.

Commented [TW2R1]: In quickly checking the Charter, I do not see any further restrictions related to signatory authority.

Commented [NP3R1]: Me either!

BONDED EMPLOYEES AND OFFICERS

Each employee of the school system who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. The cost of the bond will be paid by the town.

LEGAL REFS: M.G.L.

Adopted by the Reading School Committee on September 28, 2006.

File: DH

BONDED EMPLOYEES AND OFFICERS

Each employee of the school system who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. ~~The town will pay the cost of the bond will be paid by the town.~~ The town will pay the cost of the bond.

Commented [NP1]: Looks good to me.

LEGAL REFS: M.G.L. 40:5; 41:109a; 71:47

CROSS REFS: DI, Fiscal Accounting and Reporting
JF, Student Activity Funds

Adopted by the Reading School Committee on September 28, 2006.

Reviewed, Revised, and Adopted by the Reading School Committee on .

FISCAL ACCOUNTING AND REPORTING

The Superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school system.

The accounting system used will conform with state requirements and with good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive periodic financial updates from the Superintendent showing the financial condition of the school department. Such other financial updates as may be determined necessary by either the Committee or the administration will be presented as found desirable.

LEGAL REF: Board of Education 603 CMR 10:00

Adopted by the Reading School Committee on September 28, 2006.

FISCAL ACCOUNTING AND REPORTING

The Superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school ~~system~~district, maintaining effective internal controls so as to assure the effectiveness and efficiency of operations; adequate safeguarding of property; assurance of expenditures in accordance with programs under which revenues are received; and compliance with applicable laws and regulations.

The accounting system used will conform with ~~state requirements~~the Uniform Massachusetts Accounting System as well as ~~and with~~ good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive periodic financial ~~updates~~statements from the Superintendent showing the financial condition of the school department. Such other financial ~~updates~~statements as may be determined necessary by either the Committee or the administration will be presented as ~~requested~~found desirable.

LEGAL REFS: MGL 44:38
Board of Education-603 CMR 10:00
2 CFR 200.303

CROSS REFS: DBJ, Budget Transfer Authority
DIE, Audits

Adopted by the Reading School Committee on September 28, 2006.

Reviewed, Adjusted, and Approved by the Reading School Committee on _____

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Commented [NP1]: Didn't see anything in the Charter addressing this issue.

AUDITS

The Town of Reading retains a certified public accounting firm to annually audit the financial statements of the Town. The financial records and transactions of the Reading Public Schools are included in the scope of this audit.

Section 3.8 of the Town of Reading's Bylaws concerns the makeup and the responsibilities of the Town's Audit Committee. As required by the Bylaw, the School Committee shall appoint one member of the Audit Committee. The Audit Committee reviews the audit plan with the independent auditor and, upon completion of the audit, meets with the independent auditor to discuss the results of the audit and the annual financial reports. The School Committee's appointment to the Audit Committee shall report the findings of the audit to the School Committee.

In addition to the audit of the Town of Reading's Financial Statements, the School Committee must arrange for and undergo an independent review of the Reading Public Schools End of Year Pupil and Financial Report in accordance with the requirements of the Department of Education.

The School Committee may also engage the services of a certified public accounting firm to audit or independently review the records and transactions of the Reading Public Schools, as the School Committee deems appropriate.

Adopted by the Reading School Committee on September 28, 2006.

AUDITS

As a department of the Town of Reading, an audit of the school department's accounts shall be conducted annually by external auditors within nine months, subject to auditor timelines, of the close of the fiscal year. This review shall be conducted in accordance with the generally accepted accounting principles and the Government Auditing Standards issued by the U.S. Comptroller General.

The Town of Reading retains a certified public accounting firm to annually audit the financial statements of the Town. The financial records and transactions of the Reading Public Schools are included in the scope of this audit.

Section 3.8-3.5 of the Town of Reading's Bylaws concerns the makeup and the responsibilities of the Town's Audit Committee. As required by the Bylaw, the School Committee shall appoint ~~one~~ two members of the Audit Committee. The Audit Committee determines the firm or firms of independent auditors to audit and report on the financial statements issued by the Town, reviews the audit plan with the independent auditor and, upon completion of the audit, meets with the independent auditor to discuss the results of the audit and the annual financial reports. The School Committee's appointment to the Audit Committee shall report the findings of the audit to the School Committee.

Upon completion of the external audit, the Superintendent will share the resulting documentation with the Committee. The Committee will consider the recommendation made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

In addition to the audit of the Town of Reading's Financial Statements, the School Committee must arrange for and undergo an independent review of the Reading Public Schools End of Year Pupil and Financial Report in accordance with the requirements of the Department of Education.

Additionally, the district is also subject to the following:

- End of Year Financial Compliance Report: Every Massachusetts school district must submit the results of this report to the Department of Elementary and Secondary Education (DESE). This End of Year report must be submitted to DESE on or before September 30th each year.
- Government Accounting Standards Board 34: The District is covered in these government financial statements of revenue and expenditures of the town.
- Federal grant audits: As a district that spends about thresholds required, the District is subject to the Single Audit Act.
- Student Activity Account: As required by state law, student activity accounts are audited annually. For accounts that exceed \$25,000, the School Committee shall consider an audit conducted by an outside firm every three years.

The ~~School Committee~~ may request an additional ~~also engage the services of a certified public accounting firm to audit of the school district's accounts at its discretion, or independently review the records and transactions of the Reading Public Schools, as the School Committee deems appropriate.~~

LEGAL REFS: MGL 44:38; 44:39; 44:40; 71:47; 72:3
31 USC Ch 75

Commented [TW1]: This is in the new MASC Policy, but I suggest we strike it based on the Reading Bylaws reference from our old policy that provides a different path of communication.

Commented [NP2R1]: Agreed! Is the current method of communication the line directly before?

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Commented [TW3]: MASC ends at Department. The rest was added by me for clarity.

Commented [TW4]: MASC says Department again here. I replaced it with DESE.

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Town of Reading General Bylaw

Commented [TW5]: Not in MASC, added by me.

CROSS REFS: DI, Fiscal Accounting and Reporting
JJF, Student Activity Accounts

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Adopted by the Reading School Committee on September 28, 2006.
Reviewed, Revised, and Adopted by the Reading School Committee on _____.

NOTE: References to a town or city charter may be appropriate here. The content of these references may require a change in the content of a policy adopted by a local School Committee in this area.

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Not every district is subject to the single audit act; check thresholds.

Commented [TW6]: MASC notes that can be excluded in the final version.

Commented [TW7R6]: A single audit is required if a non-federal entity (e.g., not-for-profit organization, state and local government, tribe or institution for higher education) spends greater than \$750,000 of federal funds in a fiscal year. In certain circumstances, a program-specific audit can be approved by a funder

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PURCHASING

The School Committee declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended.

The Superintendent will develop and administer the purchasing program for the schools in keeping with legal requirements and with the adopted school budget.

LEGAL REFS: M.G.L. 7:22A; 7:22B; 30B; 71:49A

Revised: January 18, 1996.

Adopted by the Reading School Committee on September 28, 2006.

PURCHASING

The Superintendent will designate the District's purchasing agent. The District's purchasing agent will develop and administer the purchasing program for the schools in keeping with legal requirements and within the adopted school budget. The acquisition of materials, equipment, and services will be centralized in the Superintendent's office of the school district.

It shall be the responsibility of the District's purchasing agent:

- To procure materials, supplies, equipment, and services at the lowest possible cost consistent with the quality necessary for the proper operation of the District, thereby attaining ~~The the School Committee declares its intention to purchase competitively without prejudice and to seek maximum educational value for every all funds dollar expended spent;~~
- To maintain the District's reputation for fairness and integrity and to promote impartial and equal treatment to all who wish to conduct business with the District;
- To encourage a mutually cooperative relationship with requesting departments, recognizing that successful purchasing is a result of team planning and effort;
- To promote social and economic goals such as encouraging local, small, minority, and women-owned businesses to participate in bidding for District purchases.

The Superintendent will ~~The District's purchasing agent~~ develop and administer the purchasing program for the schools in keeping with legal requirements and with the adopted school budget. School purchases will be made only on official purchase order ~~formss~~ approved for issuance by the appropriate unit head and signed by the Superintendent or designee, with such exceptions as may be made by the latter for emergency purchases.

The School Committee reserves ~~their~~its legal right to direct the purchasing agent to return the goods or not approve the payment. ~~Vendor~~The vendor will be informed of School Committee Purchasing Policy and M.G.L. 41:56 ~~Chapter 41, Section 56~~, which protects the department ~~for~~from paying for unauthorized expenses.

LEGAL REFS: _____ M-G-L- 7:22A; 7:22B; 30B; 41:56; 71:49A

Revised: January 18, 1996.

Adopted by the Reading School Committee on September 28, 2006.

Reviewed, Revised, and Adopted by the Reading School Committee on _____.

Commented [NP1]: Is this already the case, or will this addition of language change how things are run currently? I'm assuming this is already how things are done, but just want to make sure.

Commented [NP2]: Is this already the case, or will this addition of language change how things are run currently? I'm assuming this is already how things are done, but just want to make sure.

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PURCHASING AUTHORITY

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through the detailed listing of such items compiled as part of the budget-making process.

The purchase of items and services on such lists requires no further Committee approval except when by law or Committee policy the purchases or services must be put to bid.

LEGAL REF: M.G.L. 30B

Adopted by the Reading School Committee on September 28, 2006.

PURCHASING AUTHORITY

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent or designee through ~~the detailed listing of such items compiled as part of the cost-center appropriation~~ as part of the District budget-making process.

Commented [NP1]: I think this language is clearer and makes way more sense than the MASC suggestion

The purchase of items and services ~~on such lists within the cost-center appropriation~~ requires no further Committee approval except when by law or Committee policy ~~the purchases or services must be put to bid~~. All procurement of goods or services must follow best business practices and/or procurement laws.

Commented [NP2]: Confusing and not super accurate, in my opinion

Commented [NP3]: Can committee come up with a better way of phrasing this?

LEGAL REF: M-G-L- 30B
Reading Home Rule ¶Charter 5.2(n)

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CROSS REF: DJE, Bidding Requirements

Adopted by the Reading School Committee on September 28, 2006.
Reviewed, Revised, and Adopted by the Reading School Committee on

Commented [NP4]: Cross-checked the Charter, Town's Chief Procurement Officer is not responsible here, SC is.

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PAYMENT PROCEDURES

All claims for payment from school department funds will be processed in accordance with regulations developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the School Committee.

As an operating procedure, the Committee will receive lists of bills for payment from school department funds. The lists will be certified as correct and approved for payment by the School Committee and then forwarded to the town accountant for processing and subsequent payment by the town treasurer. Actual invoices, statements, and vouchers will be available for inspection by the School Committee.

The Superintendent will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

The school building administrators and department directors will be responsible for observing budget allocations in their respective schools and departments.

LEGAL REFS: M.G.L. 41:41; 41:52 41:56

Adopted by the Reading School Committee on September 28, 2006.

PAYMENT PROCEDURES

All claims for payment from school department funds will be processed ~~in accordance with following regulations-procedures~~ developed by the Superintendent.

Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or ~~in accordance with~~per salaries and salary schedules approved by the School Committee.

~~The Superintendent will be responsible for assuring that the budget allocations are observed and that total expenditure does not exceed the amount allocated in the budget for all items.~~

Warrants will be forwarded to the Town Accountant for processing and subsequent payment by the Town Treasurer. ~~As an operating procedure, (On a monthly basis)At each regular School Committee meeting for which a previous warrant cycle has passed, (The Committee will receive monthly lists of bills-warrants for payment from school department funds. The lists will be certified as correct and approved for payment by the School Committee and then~~In compliance with Policy DGA, the designated Committee members will~~The Committee will designate by vote a single member to be responsible for the~~review and approve the warrants for payment. ~~Before the approval request, the warrants will be reviewed for accuracy, legitimacy, and alignment with budgeted spending plans by the Director of Finance and Operations.~~

~~forwarded to the town accountant for processing and subsequent payment by the town treasurer.~~Actual invoices, statements, and ~~vouchers-purchase orders~~ will be available for inspection by the School Committee.

~~The Superintendent will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.~~

~~The school building administrators and department directors will be responsible for observing budget allocations in their respective schools and departments.~~

LEGAL REFS: M-G-L- 41:41; 41:52; 41:56

CROSS REF: DGA, Authorized Signatures

Adopted by the Reading School Committee on September 28, 2006.
Reviewed, Revised, and Adopted by the Reading School Committee on _____.

NOTE: Specific details established by an individual town should be substituted for those required in the policy above, which were established by that city's code of ordinances. Appropriate citations should also be substituted.

The above language implements a single signatory of district warrants. It should be altered according to district practice.

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Commented [TW1]: MASC has "municipal auditor" in this location.

Commented [NP2]: Unsure if "monthly basis" is accurate if you receive bills monthly but at diff. points in the month, but I'm assuming they all come in at around the same time?

Commented [TW3]: I would suggest changing this language to something like "comply with Policy DGA"

Commented [NP4R3]: Agreed.

Commented [TW5]: MASC has "municipal auditor" in this location.

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Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Policy Subcommittee

Date: 2023-02-15

Time: 8:30 AM

Building:

Location:

Address:

Session:

Purpose: Open Session

Version: Final

Attendees: **Members - Present:**

Erin Gaffen, Tom Wise, and Chuck Robinson

Members - Not Present:

Others Present:

Director of Human Resources Michelle Roach, Assistant Superintendent
Jennifer Stys

Minutes Respectfully Submitted By: Tom Wise, Chair

Topics of Discussion:

The meeting was held remotely via Zoom. A recording of the meeting can be found [here](#).

Chair Wise called the meeting to order at approximately 8:34 a.m. via roll call. Mr. Wise walked through the agenda.

B.1. Consent Agenda

Mr. Wise moved to approve the Consent Agenda. Mr. Robinson seconded. The motion was carried 3-0 via roll call vote.

E.1. New Business – Review, Revise, and Approve MASC and Legal changes to Policy GBA – Equal Opportunity Employment

Mr. Wise outlined the brief legal counsel feedback on Policy GBA. He then outlined the changes from MASC in alignment with the Acts of 2012. Mr. Robinson asked a clarifying question about the Acts of 2012. Mr. Wise corrected himself to say Acts of 2022.

The Subcommittee agreed to remove the comma between “pregnancy” and “or pregnancy-related condition” in the protected classes. They also agreed to move the adoption sections below the legal and cross-references.

Mr. Wise moved that we submit Policy GBA – Equal Opportunity Employment to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.2. New Business – Review, Revise, and Approve Administration And Legal changes to Policy GCJ – Professional Teacher Status

Mr. Wise introduced the policy and shared legal counsel feedback. Mrs. Roach then introduced the administrative need to change the policy with a specific focus on the policy’s original first sentence, which set three consecutive years of employment as the requirement. Mr. Wise outlined the changes from MASC policy alignment. MASC did not have the opening sentence. Mr. Wise outlined legal counsel’s concerns with the policy which concurred and went further than administrative suggestions.

Mr. Robinson asked whether legal counsel suggests revoking the entire policy. Mr. Wise confirmed that was an option but mentioned he wasn't a fan of doing so himself.

Mrs. Roach provided specific feedback for discussion. Her feedback included:

- She raised a concern about professional teacher status for those coming from other districts with said status as that has not been practiced over the preceding 18 months.
- She raised a concern about the last sentence of the first paragraph pointing out that the law allows for non-renewal for any reason in the first three years.
- She added "Professional Teaching Status qualifying" in the first sentence of the second paragraph.
- She added "and good conduct" to the first sentence of the third paragraph.
- She requested adding a "subject to availability" to the last sentence of the third paragraph.

Mr. Robinson asked questions about the process of hiring somebody from another district and raised a concern about losing professional teacher status when a teacher changes districts. Mrs. Roach mentioned we haven't come across that situation yet. Mr. Wise mentioned his inclination to keep the clause as it is an optional "or" clause as he believed it would be an important lever to pull in the recruitment process. Mrs. Roach wanted to make sure this was objective, not subjective, and without bias. Mrs. Gaffen expressed a strong belief that staff must work in Reading for at least one year before attaining professional teacher status. Mr. Wise pointed out that the sentence in question was standard MASC language so other districts have the option as well. Discussions around subjective vs. objective measures and preferences of the Subcommittee and the administration. In the end, there was an agreement that a procedure could be developed by the administration to build in the objective measure while keeping the "or" clause in the first sentence of the first paragraph.

Mr. Wise requested the Subcommittee discuss the definition of "qualifying years" as added by Mrs. Roach. The qualifying clause is trying to correct for long-term leaves. Mrs. Gaffen asked a clarifying question about the three years and whether it was always at year-end. Mrs. Roach mentioned it was rolling based on the hire date, but also raised questions to clarify the leave concern as well. The Subcommittee added a set of defining bullets around the Qualifying PTS years including the execution of the years under full licensure and exclusion of leave greater than 30 days. Mr. Wise asked clarifying questions about the definition of "other professional staff" and examples provided were Specialists and Nurses. Nurses, Psychologists, etc. that may not have teaching licenses were discussed. The Subcommittee agreed on "full teaching or another appropriate licensure." There was a discussion around the 30 days clause and the Subcommittee, with guidance from Mrs. Roach, agreed on 30 calendar days as the second portion of the definition for qualifying PTS years.

Mr. Wise suggested that it may be best to put this policy on the table and go back with the changes to legal counsel for strengthening and cleanup. Mr. Robinson raised concerns about the relationship with the RTA on this topic.

Mr. Wise moved that we table Policy GCJ – Professional Teacher Status until further legal evaluation and updates are complete. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.3. New Business – Discuss & Review NSBA Policy Classification System

Mr. Wise quickly covered the NEPN (typo in the agenda) policy coding system. He outlined the differences between MASC for JIC vs. JK and demonstrated how JIC is aligned with all sorts of Student Conduct. Conversely, JK aligns with discipline.

E.4. New Business – Discuss MASC Feedback on Policy JIC & Policy JK

Mr. Wise confirmed that in his follow-up with MASC, they confirmed they have no idea why there was a change between the JIC and JK policies. They changed in 2014 or early and do not have notes on why the change happened.

E.5. New Business – Discuss and Review Options for Policy JK and Subordinate Policies (JKB, JKD, JKE, and JKF)

Mr. Wise outlined the options for how to handle JK and potential subordinate policies – JKB, JKD, JKE, and JKF. Legal counsel confirmed that we could break up JK or go with just one JK. Legal counsel was inclined to stick with one JK due to all the MGL intertwined laws.

The Subcommittee discussed the two options. Multiple members pointed out how unwieldy a nine or ten-page policy can be. Mr. Robinson voiced a preference to break down JK into JK and subordinate policies. Mrs. Gaffen agreed and focused on ease of use as well. Dr. Stys agreed to break it down as it would be easier to add links to the specific sections. Mr. Wise agreed with that inclination but pointed out how difficult this will be to break down for suspension and expulsion as those two are extremely intertwined in MGL.

E.6. New Business – Review, Revise, and Approve MASC and Legal changes to Policy JK – Student Discipline

Mr. Wise started walking through the nine-page version of JK, section by section, demonstrating the intertwining of the expulsion and suspension between MGL c. 71 s. 37H, s 37H $\frac{1}{2}$, and s 37H $\frac{3}{4}$.

Mr. Robinson asked a clarifying question about a felony committed outside of school. Mr. Wise confirmed the felony doesn't have to be at school.

Mr. Wise noticed that the expulsion section in 37H $\frac{3}{4}$ was already covered in 37H and 37H $\frac{1}{2}$ so he wanted to follow up with legal counsel about why that section is included again.

Mrs. Gaffen asked a clarifying question about expelled students and whether the teachers must continue to give them work. Dr. Stys thought that expelled students didn't need makeup work. In practice, the district would suggest they go to Job Core or something else. Mrs. Gaffen asked to get clarification about our responsibilities in this case.

Mr. Robinson asked clarifying questions about in-school vs. out-of-school suspension. Dr. Stys mentioned it is part of the new law with requires us to try multiple steps to resolve the issue before a suspension. Dr. Stys also mentioned that they are working to make sure the school administration members are thoughtful about suspensions and aligning punishment to the problem.

Mr. Wise motioned that the subcommittee table Policy JK, JKD, JKE, and JKF until available from legal counsel. Mrs. Gaffen seconded the motion. The motion was carried 3-0 via roll call vote.

E.7. New Business – Review, Revise, and Approve Creation of Policy JKB – Detention of Students, if necessary

Mr. Wise mentioned he would be making a motion to indefinitely postpone this policy. Mr. Robinson asked for background information on that recommendation. Mr. Wise mentioned it was because JK doesn't include any information on detentions as currently crafted by legal counsel and legal counsel said we could have full local control. However, we haven't worked to craft anything yet and could do so at any time in the future if we decided to bring this back.

Mr. Wise motioned to indefinitely postpone Policy JKB – Detention of Students. Mrs. Gaffen seconded the motion. The motion was carried 3-0 via roll call vote.

E.8. New Business – Review, Revise, and Approve Creation of Policy JKD – Suspension of Students, if necessary

Tabled per previous motion.

E.9. New Business – Review, Revise, and Approve Creation of Policy JKE – Expulsion of Students, if necessary

Tabled per previous motion.

E.10. New Business – Review, Revise, and Approve Creation of Policy JKF – Discipline of Students with Disabilities, if necessary

Tabled per previous motion.

Motion to adjourn by Mrs. Gaffen, seconded by Mr. Robinson at approximately 9:59 a.m. The motion was carried by a roll call vote of 3-0.



Town of Reading Meeting Minutes

2016-09-22 LAG

Board - Committee - Commission - Council:

School Committee

Policy Subcommittee

Date: 2023-02-16

Time: 8:30 AM

Building:

Location:

Address:

Session:

Purpose: Open Session

Version: Final

Attendees: **Members - Present:**

Erin Gaffen, Tom Wise, and Chuck Robinson

Members - Not Present:

Others Present:

Director of Finance & Operations Susan Bottan

Minutes Respectfully Submitted By: Tom Wise, Chair

Topics of Discussion:

The meeting was held remotely via Zoom. A recording of the meeting can be found [here](#).

Chair Wise called the meeting to order at approximately 8:33 a.m. via roll call. Mr. Wise walked through the agenda.

B.1. Consent Agenda

Brief discussions ensued about the depth of the minutes. Mr. Robinson suggested sharing the minutes with the full School Committee when the Policies covered by those minutes move forward to the full Committee.

Mr. Wise moved to approve the Consent Agenda. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.1. New Business – Review, Revise, and Approve MASC and Legal changes to Policy DA – Fiscal Management Goals

Mr. Robinson suggested changing the word city to town in bullet #5. That change was made in the Policy in two places. Mrs. Bottan had no concerns about the Policy changes.

Mr. Wise moved that we recommend the amended Policy DA – Fiscal Management Goals to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.2. New Business – Review, Revise, and Approve MASC and Legal changes to Policy DB – Annual Budget

Mr. Wise briefly explained the changes made by MASC and further changes made by Legal Counsel.

The Committee spent time focusing on the newly added paragraph regarding the input process from the School Council on the Budget. Mr. Robinson raised a concern about this process potentially being unwieldy for the Central Office staff. Mr. Wise provided an alternative view of how the process could work. Mrs. Bottan explained how the process worked in a past district in which she worked. Mr. Wise pointed out that the language is aligned with MGL and is one of the roles of School Councils. Mrs. Gaffen voiced concerns about the ability to execute this portion of the Policy but does agree it is necessary. There was an agreement that we should consider a follow-up item on the formation and process consistency of School Councils in Reading.

The Committee moved on to discuss the portions of the Policy that were included from the Reading Home Rule Charter, specifically around notice to news agencies and the public hearing in the Budget process. Discussion focused on “general summary of the budget request” that should be sent to “local news medium.” The Committee finally agreed that the Superintendent’s opening message to the Budget document could be submitted as a Press Release.

Mr. Wise noted he will clean up the layout of the document to improve the presentation of the material. The Committee cleaned up the inclusion of language from the Reading Home Rule Charter. The Committee went through grammatical changes to the Policy as well.

The Committee returned to the language concerning “revisions to the budget may be made by the Committee, on the recommendation of the Superintendent.” The language was changed to “in collaboration with” instead of “on the recommendation of.”

The Committee returned to Mr. Robinson’s question concerning state policy. The Committee adjusted the language of the paragraph in question and condensed the paragraph to a single sentence rather than duplicative sentences.

Mr. Wise moved that we recommend the amended Policy DB – Annual Budget to the full School Committee for adoption. Mr. Robinson seconded. The motion was carried 3-0 via roll call vote.

E.3. New Business – Review, Revise, and Approve MASC and Legal changes to Policy DBC – Budget Deadlines and Schedules

Mr. Wise briefly outlined the changes to the Policy.

The Committee cleaned up a few of the bullet points and removed the final paragraph as it was duplicative.

Mr. Wise said it would fix the formatting prior to publication to the full School Committee.

Mr. Wise moved that we recommend the amended, with corrected formatting, Policy DBC – Budget Deadlines and Schedules to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.4. New Business – Review, Revise, and Approve MASC and Legal changes to Policy DBD – Budget Planning

Mr. Robinson asked that we include goals in alignment with priorities in the newly added paragraph. Mrs. Bottan asked about priorities vs. guidelines. The Committee changed priorities to guidance.

Changes were made to the first numbered item on the Policy to add the word strategic in front of budgets and use “resource allocations” instead of “expenditures.” Discussion ensued on driving outcomes vs. doing the right thing and thus, agreed to leave “contributions” instead of outcomes in that line.

Mrs. Gaffen asked about the word “taxpayers.” Discussion ensued. Mrs. Bottan mentioned the point of a town-wide interest in advocating for the word “community” as a replacement. Mr. Wise wanted the importance of people’s money to continue to be represented. The Committee agreed to change “the valid interest of taxpayers” to “the financial interests of the community.”

The Committee agreed to take out the word “special” from the last sentence of the Policy.

Mr. Wise moved that we recommend the amended Policy DBD – Budget Planning to the full School Committee for adoption. Mr. Robinson seconded. The motion was carried 3-0 via roll call vote.

E.5. New Business – Review, Revise, and Approve MASC and Legal changes to Policy DBG – Budget Adoption Procedures

Mr. Wise outlined the MASC vs. Legal changes to the Policy. The Committee discussed the fact that Legal Counsel removed the cost-center language. The Committee was able to get comfortable with the Legal Counsel changes.

Mr. Wise moved that we recommend the amended Policy DBG – Budget Adoption Procedures to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.6. New Business – Review, Revise, and Approve MASC and Legal change to Policy DBJ – Budget Transfer Authority

Mr. Wise outlined the MASC and Legal changes to the Policy.

Mr. Robinson raised concerns with the order and language of the third paragraph. The Committee moved the association of the annual budget approval as a predecessor to the approval of cost-center changes. The Committee added flexibility for budget transfers outside of the quarterly report process, if necessary.

Mr. Wise moved that we recommend the amended Policy DBJ – Budget Adoption Procedures to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.7. New Business – Review, Revise, and Approve MASC and Legal changes to Policy DD – Grants, Proposals, and Special Reports

Mr. Wise outlined the MASC and Legal changes to the Policy.

Mr. Robinson raised a question about “such purposes” vs. “stated purposes”. Mr. Wise noted that elsewhere in our policies allow us to receive donations but not necessarily use them for the purpose in which they were donated. The Committee agreed to keep “such purposes.”

Mrs. Bottan raised a concern that some grants and gifts are not just educational, but also facilities, operations, etc. The Committee added “, operations, and facilities” after “educational purposes” in the first line of the Policy.

Mr. Wise moved that we recommend the amended Policy DD – Grants, Proposals, and Special Reports to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.8. New Business – Review, Discuss Options, Revise, and Approve MASC and Legal changes to Policy DGA – Authorized Signatures

Mr. Wise outlined the MASC and Legal changes to the Policy.

Mr. Robinson raised a concern about what if the one person to sign was not available. Mrs. Bottan agreed with that concern. Mrs. Gaffen asked a question about if there was a problem with the current process. Mrs. Gaffen was also not in favor of the one person.

Mr. Wise suggested we table the discussion, edit the Policy to match the current process, and review it during the next meeting.

Mr. Wise moved to table Policy DGA – Authorized Signatures until the next meeting. Mr. Robinson second. The motion was carried 3-0 via roll call vote.

Motion to adjourn by Mrs. Gaffen, seconded by Mr. Robinson at approximately 10:08 a.m. The motion was carried by a roll call vote of 3-0.



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Policy Subcommittee

Date: 2023-04-13

Time: 10:00 AM

Building:

Location:

Address:

Session:

Purpose: Open Session

Version: Final

Attendees: **Members - Present:**

Erin Gaffen, Tom Wise, and Chuck Robinson

Members - Not Present:

Others Present:

Director of Human Resources Michelle Roach, Student Intern Kate Leone, Director of Finance & Operations Susan Bottan, Director of Health Services Mary Giuliana, Assistant Superintendent of Student Services Dr. Jennifer Stys

Minutes Respectfully Submitted By: Tom Wise, Chair

Topics of Discussion:

The meeting was held remotely via Zoom. A recording of the meeting can be found [here](#) with a passcode of KyH^2+97.

Chair Wise called the meeting to order at approximately 10:02 a.m. via roll call. Mr. Wise walked through the agenda.

B.1. Consent Agenda

Mr. Wise moved to approve the Consent Agenda. Mr. Robinson seconded. The motion was carried 3-0 via roll call vote.

D.1. Old Business – Review, Discuss, Revise, and Approve MASC and Legal changes to Policy GCJ – Professional Teacher Status

The Subcommittee reviewed the comments and other verbiage in the Policy.

1. The Subcommittee agreed to keep the option to allow PTS to be conferred on teachers moving from other districts in which they already had PTS.
2. The Subcommittee agreed they didn't want to box the district on decisions to only evaluation procedures and adjusted the last sentence of the second paragraph to align with policy, law, or regulation.
3. Michelle asked to clarify emergency licenses vs. full teacher licenses. She asserted that emergency licenses should not qualify for PTS. While legal counsel removed the word "full" in their review. There was a suggestion to add "This excludes emergency and waiver situations" to the first bullet of the qualifying years definition. The Subcommittee accepted this change.
4. The Subcommittee removed the word "promptly" from the notification sentence in the third paragraph.

Mr. Wise noted he will confirm the emergency and waiver addition with legal counsel before the full School Committee approval.

Mr. Wise moved that we recommend the amended Policy GCJ – Professional Teacher Status to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

D.2. Old Business – Review, Discuss, Revise, and Approve changes to Policy DGA – Authorized Signatures

Mr. Wise outlined the MASC changes that were previously discussed. He then described what he attempted to do to align the Policy to current School Committee procedures per the previous Subcommittee meeting. That attempt included both financially binding and non-financially binding documents.

Mr. Robinson asked a clarifying question concerning the proposed semi-annual reporting on FERPA and Employee Privacy related contracts. For example, this may be covered by the quarterly Human Resources update, the annual Student Services update, or the budget packet reviewed each year. Mrs. Bottan asked if this section could be clarified a bit more. Mr. Wise explained that he wanted to avoid a prescriptive definition here and allow the administration to align this requirement to current processes. Mr. Robinson suggested a bit more definition around the 1st and 3rd quarterly financial updates. Mr. Wise countered with the 2nd and 4th to align the first report with the budget cycle.

The Subcommittee added another example to the non-financial signature section of the Policy.

Mr. Wise moved that we recommend the amended Policy DGA – Authorized Signatures to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.1. New Business – Review Administrative changes, Discuss, Compare to MASC Master, Revise, and Approve changes to Policy ADF – Student Nutrition and Physical Activity Policy

Mr. Wise invited Mrs. Giuliana to introduce the topic. She mentioned the policy should be reviewed every three years and that we are currently out of compliance with that requirement. She mentioned the current group that is involved in the review includes Dr. Stys, Catherine Franzetti, Katie Fiorello, Tom Zaya, and Erica McNamara.

Mr. Wise furthered the conversation by sharing both the Reading Policy ADF – Student Nutrition and Physical Activity Policy and the MASC Policy ADF – School District Wellness Program. He asserted the first question was whether we wanted to base our discussion on our existing policy or the model policy from MASC. He mentioned some misalignment between the current Reading ADF and the State law and regulation. Mrs. Giuliana mentioned she would like to see alignment across the district but with input from key constituent bases. Mrs. Gaffen said the inclusion of the School Council in the Reading Policy jumped out to her as well as odd as it doesn't reflect how we operate. Mr. Robinson suggested that the MASC Policy should be the baseline to start with, then add things that may be district unique to that. Mr. Wise concurred with that thought.

Discussion ensued around individual school wellness committees vs. a district-wide committee. Discussion continued on the role of the School Committee in the district-wide solution. Mrs. Giuliana introduced another way to handle it with a core-small committee and annual or semi-annual meeting that brings more people in for greater discussion. Further discussion on the process to share the policy and ensure consistency ensued.

Mrs. Gaffen asked about the inclusion of recess and the exclusion of using recess for discipline. Mrs. Giuliana mentioned some of that is in the current guidelines and pointed out that we may want to pull some of the guidelines into the policy. Further discussions ensued about the inconsistencies between schools.

Mrs. Giuliana asked about specificity as they work to adjust the MASC Policy for Reading. Mrs. Gaffen suggested that things need to be spelled out to be done right, then spell them out. Mr. Wise tried to balance that and suggest the Policy stick to two to three pages so we can balance policy vs. procedures and try to walk that line.

The team discussed the timing of reviews, updates, and legal counsel reviews for the rest of the year.

D.3. Old Business – Review, Discuss, Revise, and Approve the creation of Policy JKD – Suspension of Students

Mr. Wise moved to take E.5. Policy DJ – Purchasing out of order. Mr. Robinson seconded. The motion was carried 3-0 via roll call vote.

D.4. Old Business – Review, Discuss, Revise, and Approve the creation of Policy JKE – Expulsion of Students

Mr. Wise walked through the way he was approaching Policy JKE – Expulsion of Students. Mr. Wise shared that his intent is for everything common to be in JK, everything that is Suspension to be in JKD, everything that is in Expulsion to be in JKE, and all Students with Disabilities in JKF.

Mr. Wise noted that per the regulations, expulsion is more than 90 days and 71:37H¾ says nothing can be more than 90 days. Thus, you can only expel under 71:37H and 71:37H½. He will review that with legal counsel before submitting the final version to the Subcommittee.

Mrs. Gaffen expressed surprise that we cannot expel if a student attacks another student. Mr. Wise outlined that was true. They can be put on long-term suspension until they are convicted of a felony. Dr. Stys shared that there are other safeguards in place for alternative placements in those situations.

Mr. Wise continued to outline the structure of the new policy. Mrs. Gaffen asked about academic progress and the obligation of teachers. Mr. Wise outlined what the expectation was for principals and the district to create plans for the maintenance of academic progress.

Mrs. Gaffen asked if we had expelled a student since Dr. Stys joined the district. Dr. Stys confirmed that we have not expelled any students in her time in the district.

D.5. Old Business – Review, Discuss, Revise, and Approve the creation of Policy JKF – Discipline of Students with Disabilities

Mr. Wise briefly outlined JKF and noted it was a rip and replace from the new JK, but he hasn't done anything further.

Mr. Wise motioned to table JKD, JKE, and JKF (Suspension of Students, Expulsion of Students, and Discipline of Students with Disabilities) until the next meeting. Mr. Robinson seconded. The motion was carried 3-0 via roll call vote.

E.2. New Business – Review, Discuss, Revise, and Approve MASC and Legal changes to Policy DH – Bonded Employees and Officers

Mr. Wise briefly outlined the minor changes to the Policy.

Mr. Robinson moved that we recommend the amended Policy DH – Bonded Employees and Officers to the full School Committee for adoption. Mr. Wise seconded. The motion was carried 3-0 via roll call vote.

E.3. New Business – Review, Discuss, Revise, and Approve MASC and Legal changes to Policy DI – Fiscal Accounting and Reporting

Mr. Wise briefly outlined the minor changes to the Policy and confirmed there were no Charter alignments that needed to be added. No further questions were raised. Mrs. Gaffen pointed out that period was missing from the end of the last sentence of the policy.

Mr. Wise moved that we recommend the amended Policy DI – Fiscal Accounting and Reporting to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.4. New Business – Review, Discuss, Revise, and Approve MASC and Legal changes to Policy DIE - Audits

Mr. Wise moved to take E.6. Policy DJA – Purchasing Authority out of order. Mr. Robinson seconded. The motion was carried 3-0 via roll call vote.

E.5. New Business – Review, Discuss, Revise, and Approve MASC and Legal changes to Policy DJ - Purchasing

Mrs. Bottan asked about the bullets since they are already codified in law. Mr. Wise addressed the question by stating that we often quote things from the law in policy. Thus, this is generally a standard process.

Mrs. Bottan asked about “each public dollar” and asserted that procurement law addresses both public and private contributions. The Subcommittee agreed to change it to “all funds” instead.

The Subcommittee made a few grammatical adjustments.

Mr. Wise moved that we recommend the amended Policy DJ – Purchasing to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

Mr. Wise moved to take D.4. Policy JKE – Expulsion of Students out of order. Mr. Robinson seconded. The motion was carried 3-0 via roll call vote.

After the review of Policy DJA and the motion to reconsider, Mr. Wise suggested moving the third paragraph become the first paragraph, the second paragraph, after the bullets, be added to the new first paragraph, and amending the sentence proceeding the bullets to show the responsibility of the district's purchasing agent.

Mr. Wise moved that we recommend the amended Policy DJ – Purchasing to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.6. New Business – Review, Discuss, Revise, and Approve MASC and Legal changes to Policy DJA – Purchasing Authority

Mr. Wise outlined the changes to the policy and his discussion with legal counsel to answer their questions. Legal counsel noted that the Town Manager's responsibilities have an exclusion for School and RMLD purchases.

Mr. Robinson asked about "extended to the Superintendent" and whether that was too restrictive. There was a discussion about whether a curriculum coordinator could be the designee. Due to knowledge of purchasing law, it was agreed that it is more likely to be the Director of Finance and Operations. The Subcommittee agreed to add "or designee" after "extend to the Superintendent".

Mr. Wise moved that we recommend the amended Policy DJA – Purchasing Authority to the full School Committee for adoption. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

The Subcommittee briefly reexamined Policy DJ to determine if it needed to add "or designee".

Mr. Wise moved to reconsider Policy DJ – Purchasing. Mrs. Gaffen. The motion was carried 3-0 via roll call vote.

E.7. New Business – Review, Discuss, Revise, and Approve MASC and Legal changes to Policy DJE – Procurement Requirements (FKA Bidding Requirements)

Mr. Wise moved to table E.4., E.7., E.8., and E.9. to the next Policy Subcommittee meeting. Mrs. Gaffen seconded. The motion was carried 3-0 via roll call vote.

E.8. New Business – Review, Discuss, and Approve Revocation of Policy DJG – Vendor Relations per MASC and Legal Recommendation

See motion from E.7.

E.9. New Business – Review, Discuss, Revise, and Approve MASC and Legal changes to Policy DK – Payment Procedures

See motion from E.7.

The Subcommittee briefly discussed availability in May and June for the next set of meetings. The members of the Subcommittee expressed availability on the following dates:

- May 9th or 11th
- May 16th, 18th, or 19th
- June 5th or 8th
- June 12th, 13th, or 15th

Motion to adjourn by Mr. Wise, seconded by Mrs. Gaffen at 11:58 a.m. The motion was carried by a roll call vote of 3-0.

VENDOR RELATIONS

Representatives of firms doing or hoping to do business with the school system will be acknowledged and interviews granted or not, depending on the circumstances. Personnel charged with the purchasing function will not be required to put their time at the indiscriminate use of sales personnel, who will limit their visits to staff members designated by school officials.

Adopted by the Reading School Committee on September 28, 2006.

Reading Public Schools

School Committee Meeting Packet

June 22, 2023



Information/Correspondence

Town of Reading School Committee

82 Oakland Rd .

Reading Ma 01867

Subject : school Bus # 1

I note that bus # 1 is not wheelchair accessible , WHY NOT ?

We hear from your committee how dedicated you are to students with disabilities and inclusiveness . So how can you claim inclusiveness if a child that is in a wheelchair is excluded from the bus ?

William C. Brown 28 Martin Rd . Reading Ma 01867

781 944 2807

William C Brown



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: Mr. William Brown
FROM: Shawn Brandt, Reading School Committee Chair
DATE: June 20, 2023
TOPIC: Correspondence related to bus accessibility

Dear Mr. Brown,

Thank you for your recent letter regarding the accessibility of our school buses, specifically bus #1.

As I shared with you when we spoke on the phone, there are currently no students on the route for bus 1 who use a wheelchair. Rest assured that our contract with our busing provider does require that they provide accessible buses when necessary, and that we do provide appropriate accessible transportation for students that use a wheelchair or other mobility challenges.

You mentioned on our call that your primary concern was related to a bus that we own, and the possibility that a student requiring a wheelchair would not be able to participate in sports or other extracurricular activities due to the inability of the bus to meet their needs. Similar to the school day bus routes, we would absolutely provide an appropriate transportation option to a student under those circumstances. Your point is well-taken, however, that we should carefully consider whether any buses we might purchase in the future should be wheelchair accessible.

Thank you again for reaching out with your concerns. Our district has a deep commitment to the concept of "all means all," and this certainly extends to accommodating the needs of our students with disabilities. I appreciate the attention you pay to this issue – please don't hesitate to reach out in the future if you see potential blind spots as we try to live out the mantra of "all means all."

Best,

Shawn Brandt

Shawn Brandt
Chair, Reading School Committee