

Reading Public Schools
School Committee Meeting Packet
October 19, 2023



Open Session 7:00 p.m.

Reading Memorial High School Library
Reading, MA



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2023-10-19

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Thomas Wise, 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
7:00 p.m.	B.	Public Comment Focus on Excellence 1. Recognition of Class of 2024 National Merit Scholars 2. 2023-2024 Massachusetts Association of School Superintendents Certificate of Academic Excellence Consent Agenda 1. Minutes (10-05-2023) 2. Friends of RMHS Cheer Donation 3. Friends of Reading Field Hockey Donation 4. Friends of Reading Football Donation (5) 5. Reading Parents Supporting Student Theatre Donation (3) Warrant Reports 1. 10-05-2023 2. 10-12-2023 Reports 1. Student 2. Assistant Superintendent of Teaching & Learning 3. Director of Finance & Operations 4. Superintendent 5. Liaison/Sub-Committee
7:20 p.m.	E.	New Business 1. ARC K-2 Implementation Deep Dive including Hill for Literacy Training a. Targeted Professional Development b. Collaboration with Implementation Team

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

		<ul style="list-style-type: none"> c. Communication with and Education of the Community d. Ongoing Monitoring of Curriculum Implementation e. Responsive Adjustment of Implementation Supports
		<ul style="list-style-type: none"> 2. FY23 End-of-Year Financial Update including Budget Transfer Vote (if necessary) <ul style="list-style-type: none"> a. Standard Update (Cost Center End-of-Year Status, End-of-Year Return of Funds to Town, Revolving Accounts, & Student Activity Accounts) b. Special Education Reserve Fund Update
8:30 p.m.	G.	<p>Executive Session</p> <ul style="list-style-type: none"> 1. To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body (Reading Teachers Association, Reading Paraeducators Association, and Reading Administrative Secretaries Association) as an open meeting will have a detrimental effect on the bargaining position of the Reading School Committee.
	F.	<p>Information / Correspondence</p> <ul style="list-style-type: none"> 1. "RE: Dog park at birch meadow" – John Sullivan
9:30 p.m.		Adjourn

**Times are approximate

Join Zoom Meeting

<https://readingpsma.zoom.us/j/86577254707>

Meeting ID: 865 7725 4707

One tap mobile

+16469313860,,86577254707# US

+13017158592,,86577254707# US (Washington DC)

Reading Public Schools

School Committee Meeting Packet

October 19, 2023



Consent Agenda

Reading Public

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
FAX: 781-944-2110

TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
DATE: October 17, 2023
RE: National Merit Scholars

Congratulations to RMHS students Ruby R. Allen, Caylyn P. Heroux, Brendan Hoffman, Maureen Manning, Vedant S. Narayan, William C. O'Connor, Lily A. Powell, and Hannah Wiggins who were recently named National Merit Commended students and to Yiyang "Ian" Xiao who was named as a National Merit Semifinalist. These awards are presented to students with the most competitive PSAT scores across the country. During the October 19th School Committee meeting, we will recognize these students publicly.

Reading Public

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82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
781-944-2110

TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
DATE: October 17, 2023
RE: 2023-2024 Massachusetts Association of School Superintendents Certificate of Academic Excellence

At the October 19th School Committee meeting we will recognize the recipients of the 2023 Massachusetts Association of School Superintendents' Certificate of Academic Excellence. This annual award honors seniors across the state who have demonstrated distinguished academic performance and personal contributions to their high school communities. This year's RMHS recipients are Isabella Ring and Mark Malley. As we present their awards, we will highlight some of Isabella and Mark's academic accomplishments and contributions to the RMHS community.

Reading Public Schools

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Friends of RMHS Cheer Donation

Please vote to accept a donation of \$3,000 from the Friends of RMHS Cheer. This donation is in support of the choreography services for the 2023 competition season.

Please find attached the donation letter from Connie DiMeo on behalf of the Friends of RMHS Cheer.

Thank you.

Friends of RMHS Cheer
26 Milepost Road
Reading, MA 01867

September 30, 2023

Dr. Thomas Milaschewski, Superintendent of Schools
Members of the Reading School Committee
82 Oakland Road
Reading, MA 01867

Hello,

Friends of RMHS Cheer would like to make a donation in the amount of \$3000.00.

The purpose of this donation is for choreography services for the 2023 competition season for the Reading Memorial High School cheerleading team. Please see the attached invoice.

If you need additional information or would like to discuss, I can be reached at 781-439-1552.

Sincerely,

A handwritten signature in black ink, appearing to read "Connie DiMeo", with a long horizontal flourish extending to the right.

Connie DiMeo
President & Secretary
Friends of RMHS Cheer

cc: RMHS Athletic Department

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Friends of Reading Field Hockey Donation

Please vote to accept a donation of \$2,000 from the Friends of Reading Field Hockey. This donation is in support of compensating the Assistant Coach Amy Mirasolo.

Please find attached the donation letter from Peter Lakin on behalf of the Friends of Reading Field Hockey.

Thank you.

October 5th, 2023

Mr. Thomas Zaya
Athletic Director
Reading Memorial High School
62 Oakland Road
Reading MA 01867

Dear Mr. Zaya,

On behalf of the Friends of Reading Field Hockey organization, we would like to donate \$2000 to the RMHS Field Hockey Program. We respectfully request this donation be earmarked to compensate Assistant Coach Amy Mirasolo for her work this season.

Should you have any questions, please reach out to me at 781-686-0747 or eplakin@gmail.com. The check is enclosed.

Sincerely,

Peter Lakin
Treasurer, Friends of Reading Field Hockey

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Friends of Reading Football Donation

Please vote to accept a donation of \$2,702.49 from the Friends of Reading Football. This donation is for the purpose of paying Coach David Erwin for the 2023 Fall football season.

Please find attached the donation letter from Jim Murphy on behalf of the Friends of Reading Football.

Thank you.

Friends of Reading



www.rmhsfootball.com

October 2, 2023

Dr. Thomas Milaschewski
Superintendent
Reading Public Schools
62 Oakland Road
Reading, MA 01867
RE: Football Coach David Erwin,

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

The Friends of Reading Football (FORF) proudly support the Reading Memorial High School Football program. In an effort to show our continuing support to RMHS coaching staff we would like to donate the funds here, to the Reading School Committee, for the purpose of paying Coach David Erwin, as stipend for the 2023 Fall football season.

Based on our records, understanding and discussions with Coach Fiore, please accept and process this check for \$2,702.49, as compensation as Football Coach for the 2023 Fall season.

Please find here, accept, and disburse a \$2,702.49 check for distribution to David Erwin.

Regards,

Jim Murphy

President FORF

Cc:

Sharon Angstrom, Chief Financial Officer
Thomas Zaya, Assistant Principal, Athletic Director
John Fiore, Head Coach

10/11/23

Gave to OL

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Friends of Reading Football Donation

Please vote to accept a donation of \$2,702.49 from the Friends of Reading Football. This donation is for the purpose of paying Coach Brian Skeffington for the 2023 Fall football season.

Please find attached the donation letter from Jim Murphy on behalf of the Friends of Reading Football.

Thank you.

Friends of Reading Football



P.O. Box 324, Reading, MA 01867

www.rmhsfootball.com

October 2, 2023

Dr. Thomas Milaschewski
Superintendent
Reading Public Schools
62 Oakland Road
Reading, MA 01867
RE: Football Coach Brian Skeffington,

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

The Friends of Reading Football (FORF) proudly support the Reading Memorial High School Football program. In an effort to show our continuing support to RMHS coaching staff we would like to donate the funds here, to the Reading School Committee, for the purpose of paying Coach Brian Skeffington, as stipend for the 2023 Fall football season.

Based on our records, understanding and discussions with Coach Fiore, please accept and process this check for \$2,702.49, as compensation as Football Coach for the 2023 Fall season.

Please find here, accept, and disburse a \$2,702.49 check for distribution to Brian Skeffington.

Regards,

Jim Murphy

President FORF

Cc:

Sharon Angstrom, Chief Financial Officer
Thomas Zaya, Assistant Principal, Athletic Director
John Fiore, Head Coach

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TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Friends of Reading Football Donation

Please vote to accept a donation of \$2,702.49 from the Friends of Reading Football. This donation is for the purpose of paying Coach Dean Sacca for the 2023 Fall football season.

Please find attached the donation letter from Jim Murphy on behalf of the Friends of Reading Football.

Thank you.

Friends of Reading Football



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October 2, 2023

Dr. Thomas Milaschewski
Superintendent
Reading Public Schools
62 Oakland Road
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RE: Football Coach Dean Sacca,

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Based on our records, understanding and discussions with Coach Fiore, please accept and process this check for \$2,702.49, as compensation as Football Coach for the 2023 Fall season.

Please find here, accept, and disburse a \$2,702.49 check for distribution to Dean Sacca.

Regards,

Jim Murphy

President FORF

Cc:

Sharon Angstrom, Chief Financial Officer
Thomas Zaya, Assistant Principal, Athletic Director
John Fiore, Head Coach

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Friends of Reading Football Donation

Please vote to accept a donation of \$2,702.49 from the Friends of Reading Football. This donation is for the purpose of paying Coach Martin Leik for the 2023 Fall football season.

Please find attached the donation letter from Jim Murphy on behalf of the Friends of Reading Football.

Thank you.

Friends of Reading Football



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October 2, 2023

Dr. Thomas Milaschewski
Superintendent
Reading Public Schools
62 Oakland Road
Reading, MA 01867
RE: Football Coach Martin Leik,

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The Friends of Reading Football (FORF) proudly support the Reading Memorial High School Football program. In an effort to show our continuing support to RMHS coaching staff we would like to donate the funds here, to the Reading School Committee, for the purpose of paying Coach Martin Leik, as stipend for the 2023 Fall football season.

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Please find here, accept, and disburse a \$2,702.49 check for distribution to Martin Leik.

Regards,

Jim Murphy

President FORF

Cc:

Sharon Angstrom, Chief Financial Officer
Thomas Zaya, Assistant Principal, Athletic Director
John Fiore, Head Coach

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Friends of Reading Football Donation

Please vote to accept a donation of \$2,702.49 from the Friends of Reading Football. This donation is for the purpose of paying Coach Nick DiNapoli for the 2023 Fall football season.

Please find attached the donation letter from Jim Murphy on behalf of the Friends of Reading Football.

Thank you.

Friends of Reading Football



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October 2, 2023

Dr. Thomas Milaschewski
Superintendent
Reading Public Schools
62 Oakland Road
Reading, MA 01867
RE: Football Coach Nick DiNapoli,

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

The Friends of Reading Football (FORF) proudly support the Reading Memorial High School Football program. In an effort to show our continuing support to RMHS coaching staff we would like to donate the funds here, to the Reading School Committee, for the purpose of paying Coach Nick DiNapoli, as stipend for the 2023 Fall football season.

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Please find here, accept, and disburse a \$2,702.49 check for distribution to Nick DiNapoli.

Regards,

Jim Murphy

President FORF

Cc:

Sharon Angstrom, Chief Financial Officer
Thomas Zaya, Assistant Principal, Athletic Director
John Fiore, Head Coach

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Parents Supporting Student Theatre Donation

Please vote to accept a donation of \$3,000 from the Reading Parents Supporting Student Theatre. This donation is in support of a stipend to be paid to Bobby Smithney as the Improv Advisor for the Reading Drama Club 2023-2024 season.

Please find attached the donation letter from Josh Goldlust on behalf of the Reading Parents Supporting Student Theatre.

Thank you.



Parents Supporting Student Theatre

Drama Department
Reading Memorial High School
60 Oakland Road, Reading, MA 01867

October 5, 2023

To: Reading School Committee
c/o David Mosher
Reading Memorial High School
62 Oakland Road
Reading MA 01867

Dear Sirs and Madams,

Reading Parents Supporting Student Theatre is pleased to make a donation of \$3,000 to the Town of Reading in support of a stipend to be paid to Bobby Smithney for his respective contribution as Improv Advisor to the Reading Drama Club during the 2023-2024 season.

Please feel free to contact me, Anne Korwan or Kate Goldlust if there are any questions.

Sincerely,

Josh Goldlust
treasurerpsst@gmail.com
Treasurer, PSST

cc: Anne Korwan
Kate Goldlust
Co-Presidents, PSST

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Parents Supporting Student Theatre Donation

Please vote to accept a donation of \$1,500 from the Reading Parents Supporting Student Theatre. This donation is in support of a stipend to be paid to Leia Richardson as the Playwright Advisor for the Reading Drama Club 2023-2024 season.

Please find attached the donation letter from Josh Goldlust on behalf of the Reading Parents Supporting Student Theatre.

Thank you.



Parents Supporting Student Theatre

Drama Department
Reading Memorial High School
60 Oakland Road, Reading, MA 01867

October 5, 2023

To: Reading School Committee
c/o David Mosher
Reading Memorial High School
62 Oakland Road
Reading MA 01867

Dear Sirs and Madams,

Reading Parents Supporting Student Theatre is pleased to make a donation of \$1,500 to the Town of Reading in support of a stipend to be paid to Leia Richardson for her respective contribution as Playwriting Advisor to the Reading Drama Club during the 2023-2024 season.

Please feel free to contact me, Anne Korwan or Kate Goldlust if there are any questions.

Sincerely,

Josh Goldlust
treasurerpsst@gmail.com
Treasurer, PSST

cc: Anne Korwan
Kate Goldlust
Co-Presidents, PSST

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 17, 2023
RE: Vote to Accept Parents Supporting Student Theatre Donation

Please vote to accept a donation of \$750 from the Reading Parents Supporting Student Theatre. This donation is in support of a stipend to be paid to Natalie Cunha as the Shakespeare Society Advisor for the Reading Drama Club 2023-2024 season.

Please find attached the donation letter from Josh Goldlust on behalf of the Reading Parents Supporting Student Theatre.

Thank you.



Parents Supporting Student Theatre

Drama Department
Reading Memorial High School
60 Oakland Road, Reading, MA 01867

October 5, 2023

To: Reading School Committee
c/o David Mosher
Reading Memorial High School
62 Oakland Road
Reading MA 01867

Dear Sirs and Madams,

Reading Parents Supporting Student Theatre is pleased to make a donation of \$750 to the Town of Reading in support of a stipend to be paid to Natalie Cunha for her respective contribution as Shakespeare Society Advisor to the Reading Drama Club during the 2023-2024 season.

Please feel free to contact me, Anne Korwan or Kate Goldlust if there are any questions.

Sincerely,

Josh Goldlust
treasurerpsst@gmail.com
Treasurer, PSST

cc: Anne Korwan
Kate Goldlust
Co-Presidents, PSST

Reading Public Schools

School Committee Meeting Packet

October 19, 2023



New Business

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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 for Learning and Teaching
DATE: October 17, 2023
RE: ARC K-2 Implementation Deep Dive including Hill for Literacy Training

During the 10/19 School Committee meeting, we will present the implementation plan for ARC Core. The presentation can be found in the packet.

Thank you.

ARC Core Implementation Plan

October 19, 2023

Plan for ARC Core School Committee Updates During 23/24

Tonight's presentation topics

- Information about first few weeks regarding K-2 Implementation
- Overview of Implementation Plan for ARC Core

December presentation topics

- Early Literacy Screening and Literacy Intervention Plan
 - Overview of new screening tool; process for family communication and intervention plans
 - Sharing of plan for literacy intervention based on screening tool and IRLA data

February presentation topics

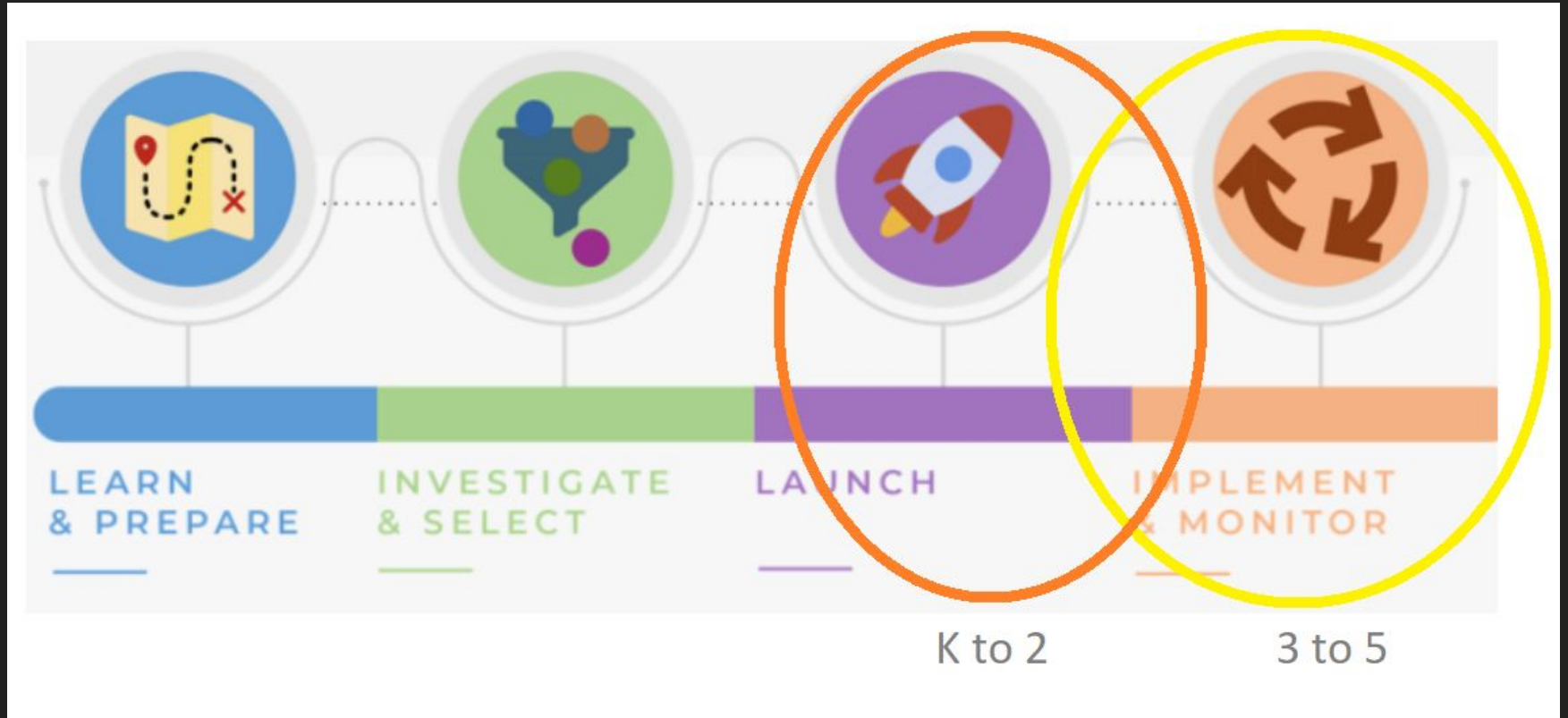
- Update on Implementation Plan for ARC Core - What are we seeing in classrooms?

Instructional Vision for Literacy in RPS - Working Draft

In Reading Public Schools, all our classrooms are literacy classrooms, where students see themselves as readers and writers across genres and content areas. In our classrooms, educators deliver effective, evidence-based literacy instruction that is accessible and equitable for all students. Educators develop students' word recognition and language comprehension to foster skilled readers and critical thinkers who:

- communicate ideas and theories about text through reading, writing, speaking, and listening,
- build knowledge to extend understanding and perspective related to themselves, others, and the world around them,
- utilize their literacy skills to be high level thinkers, debaters, and analyzers, and
- engage in authentic tasks and dialogue that demonstrate the ability to analyze and reason, defend a thesis, and expand on others' ideas in connection with real world problems and situations.

Process for Adoption of New Curricular Resources





IMPLEMENT

Plans for ongoing implementation including PD, curriculum document revision, & ongoing monitoring



The goal of the implement step is to ensure that teachers, support staff, and administration participate in targeted learning and ongoing support to implement curriculum changes with integrity. The Implement step is an ongoing process of implementation that can last between 1 to 4 years. Components of the Implement step include some of all of the following:

- Targeted professional learning
- Collaboration with Implementation Team (group of stakeholders to inform and guide ongoing implementation efforts)
- Communication and education of community (*students, families*) about any curriculum shifts they can expect to see
- Ongoing monitoring of curriculum implementation through data gathering
- Responsive adjustment of implementation supports

Implementation steps include memorializing curriculum, instruction, and assessment routines that can be shared across schools, grades, levels, and staff. This may include creation or revision of curriculum guides, curriculum maps, pacing guides, and continued training and on-boarding plans for staff.

Understanding The Knoster Model For Managing Complex Change

Understanding The Knoster Model For Managing Complex Change



Targeted Professional Development: Grades K-2

Year 1 Focus: *What does this look like in the classroom?*

- Setting up materials and learning about the format and structure of teacher-facing materials
- Calibrating on routines and expectations
- Supporting understanding about the shifts (how, what, when) in teaching foundational skills throughout the year
- Learning about the important features and purpose of knowledge-building curriculum
- Understanding assessments, learning how to administer, and how to interpret and target practice based on the results

Targeted Professional Development: Grades 3-5

Year 2 Focus: *What does this look like in the classroom?*

- Delving deeper into instructional materials to leverage to knowledge-building aspects of the program
- Understanding the alignment of materials to grade level standards and expectations
- Utilizing the IRLA to monitor student progress and target individual supports for students
- Coaching on strategic instruction (IRLA, Toolkits, Power Goals, equitable conferencing) with ARC team
- Focusing on writing in collaborative Friday workshops

Targeted Professional Development: Leadership Team

Focus: *What should this look like in the classroom?*

- Understanding how to use the IRLA to monitor student growth and support instruction at a building level
- Improving feedback to teachers about instructional methods employed
- Collaborative planning around improvement using quick PDSA (Plan, Do, Study, Act) Cycles
- Participating in Learning Walks focusing on patterns and trends across schools/grade levels

ARC Professional Development Details

- 10 coaching visits from ARC coach per school
- 10 days of training and coaching with building leaders
- Collaborative workshops (Fridays) and District In-Service days
- Participation in a network with school leaders in other districts utilizing ARC Core

Additional PD Opportunity

- RPS is partnering with The Hill for Literacy to offer educators the opportunity to participate in their Science of Reading Professional Learning Series.
- The series contains 10 modules which integrate current research and translates it into classroom application. Teachers and leaders will learn in detail about how students acquire foundational reading skills.

ARC Core Implementation Team

Purpose is to support and monitor implementation

FOCUS for 23-24: Communication and Feedback

- Communication and feedback loops created in each building and regularly carried out between teachers and implementation team members
- Communication with publisher for supports, clarifications and revisions
- Communication with families and community around shifts in language, practices, skills

Communication with Families and Community

- Building-based communication being built collaboratively between school leaders
- Curriculum Shifts
 - Focus for implementation team this year
- Grades/Assessments - Revised indicators for grades 3-5 report card; K-2 will be revised June 2024; Teachers will use strengths and areas for growth from IRLA results when communicating with families about progress in reading

Ongoing Monitoring of Curriculum Implementation

Year 1 and 2 focus - What do we see in the classroom?

- Use of walkthroughs and observations to monitor for the following
 - Use of new materials
 - Application of new instructional methods and routines
 - Evidence of student voice and work as central to learning
- Review of student work products with teachers and leadership team
- Examination of teacher use of IRLA and School Pace to capture student learning, including routines for data collection, to monitor strategic instruction

Year 2, 3 and beyond - How well is it working? How can it be improved?

- Review of student growth and achievement
- Review of important indicators, such as IEP referrals and DIBELS results over time
- Collection of staff and student feedback
- Analysis of Implementation Team Communication Loops

Responsive Adjustment of Implementation Supports

A part of any implementation plan is the ability to be nimble and adjust supports based on patterns and trends that emerge from ongoing monitoring. A few examples of adjustments we've made are:

- Initiation of K-2 training in the Spring of 2023
- Creation of a leadership focus in 22/23 on grade 3
- Reworking coaching plan with the publisher to maximize in-person, school-based coaching
- Using Elementary Workshop time to collaborate in grade levels to focus on writing (student work analysis and calibration within our district)

Update on ARC Core in first 7 weeks of school

- IRLA Assessment near complete (97%)
- Currently teaching Unit 1 - consistent routines, structures in place
- Strategic instruction starts for all next week - grades 3-5 are already underway
- Unit 2 launch in late October - Informational Research
- By end of October, all schools will have had 3 coaching sessions

Early Observations

- Strong routines and structures in place K-5
- Grades 3-5 are building on instructional practices for a more robust implementation in year 2
- K-2 teachers have jumped in and managed learning a new framework for instruction and assessment system in 7 weeks
- Some specific highlights:
 - Using the IRLA and the DIBELS in tandem to examine specific skills gaps is a game changer - Grade 3 teacher
 - ARC Core has everything you need in one place - Grade 1 Team of Teachers

Additional Resources

[RPS Curriculum Review Process](#)

[ARC Core and the Science of Reading](#)

[ARC Thematic Units in RPS](#)

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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: October 19, 2023
FR: Derek Pinto, Director of Finance and Operations
RE: FY23 End-of-Year Financial Summary Report

At the School Committee’s next public meeting on Thursday, October 19, 2023, a summary of the Fiscal Year 2023 will be presented. The School Department met all FY23 financial obligations within the total appropriation of \$51,783,363 and closed the fiscal year with a fund balance of \$102,002 which has been turned back to the Town’s Free Cash fund. A summary of FY23’s financial activity by cost center is found in the table below and reflects appropriated budgets, voted budget transfers, revised budgets, expenditures, encumbrances, pending budget transfers, and the year-end fund balances by Cost Center:

SCHOOL DEPT COST CENTER	FY23 APPROPRIATED BUDGET	FY23 BUDGET TRANSFERS*	FY23 REVISED BUDGET	FY23 EXPENDITURES	FY23 ENCUMBRANCES	FY23 PENDING BUDGET TRANSFERS**	FY23 END OF YEAR BALANCE***
0310 SCHOOL ADMINISTRATION	1,303,760	0	1,303,760	1,317,692	77	14,009	0
0320 SCHOOL REGULAR DAY	29,704,746	645,854	30,350,600	29,976,068	151,258	(204,290)	18,983
0330 SCHOOL SPED	16,931,568	(781,590)	16,149,978	16,206,496	130,755	187,272	0
0340 SCHOOL FACILITIES	1,620,845	60,000	1,680,845	1,590,386	52,407		38,052
0350 SCHOOL HEALTH	801,949	40,736	842,685	833,477	3,030		6,179
0360 SCHOOL ATHLETICS	691,105	0	691,105	692,255	1,859	3009	0
0370 SCHOOL EXTRA CURRICULAR	69,548	0	69,548	31,734	6,315		31,499
0380 SCHOOL TECHNOLOGY	659,842	35,000	694,842	654,036	33,517		7,289
Revenue Total	0	0	0	0	0		
Expense Total	51,783,363	0	51,783,363	51,302,144	379,218	0	102,002

NOTES

- FY23 Budget Transfer*: Reflects all budget transfers voted by School Committee
- FY23 Pending Budget Transfers**: Reflects all pending budget transfers voted by School Committee October 19, 2023
- FY23 End of Year Balance***: Reflects all pending budget transfers voted by School Committee October 19, 2023

The FY23 fund balance of \$102,002, which represents 0.20% of the total School Department’s appropriated budget, is the lowest balance turned back to the town in the last five years, as illustrated in the chart below:



As described in the first three quarterly reports, efficiencies and savings generated from staffing exchange and special education out of district savings were identified early and allocated throughout the year to increase instructional and medical services to students, to gain operational efficiencies, to develop space for much needed professional collaboration and small group instruction and to maintain our five-year technology renewal cycle the purpose of this chart is to note some samples of the largest spending increases or reductions on the Revised vs. Actual Budget in each Cost Center.

School Dept Cost Center	Change	Difference Revised vs. Actual (in thousands)	Notes
Administration	HR Consulting Services	(\$32.7)	Scan/digitize student records project
	HR/Fin Personnel	(\$20)	Personnel additions
	Telephone Usage	\$10	
Regular Day	ELL Teachers	(\$63)	Personnel additions
	Admin Software Licenses	(\$52)	Increased software costs, incl: cybersecurity
	Regular Education Teachers	\$485	Combined across district (approx.)
	Paraprofessionals	\$93	Combined instructional paras only (approx.)
Special Education	SPED Pupil Transportation	(\$163K)	
	SPED Instructional Material	(\$67)	
	Private Day Residentials	\$784	SPED up from FY22, placements pending
Facilities	Sick Leave Buyback	(\$19)	
	Custodian Substitute	\$24	
	Custodial Equipment	\$17	
Health	Nurse	(\$16)	Increase in nursing staff wages
	Nurse Substitutes	\$14	
Athletics	Athletic Coach	(\$11)	
	Athletic Facility Rentals	\$11	
Extra-Curricular	Transportation Extracurricular	(\$4)	
	Revolving Fund Support	\$16	Spent less than anticipated
Technology	Non-Instruc Computer Equip	(\$18)	WiFi cable upgrades
	Telephone Repair Service	(\$10)	Infrastructure equipment
	Software Licensing & Support	\$17	

Note: Bracketed expenditures were greater than anticipated, positive numbers are savings vs. revised budget

The FY 23 Financial Summary is presented into two sections on the pages that follow:

- I. **Recommendations for Budget Transfers**
- II. **Financial Summary of Grants and Revolving Accounts**

Please contact me if you have any questions or would like additional information about the FY23 End-of-Year Financial Summary.

I. Recommendations for Budget Transfers between Cost Centers for End-of-Year Reconciliation

Please note, the last budget transfer was approved by the School Committee in May and consisted of projected year end balances. There were shifts and changes in actual expenditures as the school and fiscal years came to a close. Please find an end-of-year “housekeeping” request to transfer funds to ensure that Cost Centers’ balances reflect a zero or positive balance in keeping with School Committee policy.

Recommendations for Budget Transfers:

Transfer from: \$204,290 from Regular Day

Transfer to \$187,272 to Special Education
 \$14,009 Administration
 \$3,009 to Athletics

Note: Differences in dollar amounts due to rounding on the Financial Summary Table.

II. 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 FY23 End-of-Year Financial Summary for each grant.

Grants

All FY23 grants awarded to the Reading Public Schools have been approved by the School Committee. Some grants are expended across fiscal years:

FY23 End-of-Year Grant Summary													
Grant	FY21				FY22				FY23				Comments
	Beginning FY23 Year Balance	Q1-Q4 Expended & Encumb.	Remaining Requirement	End Year Balance	Beginning FY23 Year Balance	Q1-Q4 Expended & Encumb.	Remaining Requirement	End Year Balance	Amount of FY23 Award	Q1-Q4 Expended & Encumb.	Remaining Requirement	End Year Balance	
STATE													
METCO	\$ -	\$ -	\$ -	\$ -	\$ 238,005	\$ 238,005	\$ -	\$ -	\$ 815,699	\$ 684,129	\$ -	\$ 131,570	Spend by 12/31/2023
Dept. of Public Health									\$ 40,000	\$ 40,000	\$ -	\$ -	
ASOST									\$ 45,000	\$ 45,000	\$ -	\$ -	
ROBOTICS EARMARK									\$ 25,000	\$ 24,973	\$ -	\$ -	
PROFICIENCY-BASED OUTCOMES IN LANGUAGES OTHER THAN ENGLISH									\$ 13,000	\$ 13,000	\$ -	\$ -	
INNOVATION PATHWAYS PLANNING									\$ 25,000	\$ 23,133	\$ -	\$ -	
MYCAP DEVELOPMENT									\$ 4,500	\$ 4,500	\$ -	\$ -	
MASSHIRE - EDUCATION									\$ 75,000	\$ 42,653	\$ -	\$ -	
MASSHIRE - STEM									\$ 39,750	\$ 39,750	\$ -	\$ -	
NEW ENGLAND DAIRY									\$ 7,500	\$ -	\$ -	\$ 7,500	Spend by 11/30/2023
TOTAL STATE	\$ -			\$ -	\$ 238,005			\$ -	\$1,090,449			\$ 139,070	
FEDERAL			Parker			Parker and Eaton				Parker, Killam and Eaton			
Title I	\$ 75,320	\$ 4,250	\$ -	\$ -	\$ 95,672	\$ 57,201	\$ -	\$ 38,471	\$ 91,714	\$ 10,000	\$ -	\$ 81,714	Spend by 9/30/2024
Title II	\$ 29,535	\$ 29,535	\$ -	\$ -	\$ 43,765	\$ 43,765	\$ -	\$ -	\$ 45,464	\$ 25,829	\$ -	\$ 19,635	Spend by 9/30/2024
Title IV	\$ 1,121	\$ 1,121	\$ -	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ 3,564	\$ -	\$ 6,436	Spend by 9/30/2024
IDEA 240	\$ 1,895	\$ 1,895	\$ -	\$ -	\$ 98,222	\$ 76,531	\$ -	\$ 21,691	\$ 1,117,396	\$ 804,161	\$ -	\$ 313,235	Spend by 9/30/2024
IDEA 262	\$ -	\$ -	\$ -	\$ -	\$ 328	\$ 328	\$ -	\$ -	\$ 20,798	\$ 16,719	\$ -	\$ 4,079	Spend by 9/30/2024
IDEA 274	\$ -	\$ -	\$ -	\$ -									
ARP 252					\$ 161,187	\$ 136,737	\$ -	\$ 24,450					
ARP 264					\$ 19,824	\$ 19,824	\$ -	\$ -					
ESSER II					\$ 233,305	\$ 224,873	\$ -	\$ 8,432					
ESSER III*					\$ 560,098	\$ 249,549	\$ -	\$ 310,549					
ACCEL MATH					\$ 119,748	\$ 119,748	\$ -	\$ -					
TOTAL FEDERAL	\$107,871			\$ -	\$1,342,149			\$403,593	\$1,285,372			\$ 425,099	

Spending deadlines for the grants are below:

SPENDING DEADLINES	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
MASSHIRE - EDUCATION			6/30/2023
MASSHIRE - STEM			6/30/2023
NEW ENGLAND DAIRY			11/30/2023
FEDERAL			
Title I	9/30/2022	9/30/2023	9/30/2024
Title II	9/30/2022	9/30/2023	9/30/2024
Title IV	9/30/2022	9/30/2023	9/30/2024
IDEA 240	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 MATH		6/30/2023	

Descriptions and acceptable uses of each State and Federal grant follow:

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, and instructional services related to Boston resident students attending Reading Public Schools (RPS) through participation in the METCO program.
- Department of Public Health: Provides for mandated screenings, professional development, and substitute coverage for nurses.
- Afterschool and Out-of-School Time (ASOST): The purpose of this federal grant is to continue funding for subgrants and wraparound support for ASOST programs. The goal is to help ASOST programs strengthen the quality of services, improve learning, social-emotional outcomes, and access to enrichment opportunities.
- Robotics Earmark: These grants were provided to school districts for educational improvement projects. In RPS, the plan was to use the funds to purchase new equipment for the shop to both replace older machines and expand our manufacturing capabilities.
- Proficiency-based Outcomes in Languages Other than English: This program is DESE support for World Language (WL), Heritage Language (HL), Dual Language (DL) and English Language Learner (ELL) programs and districts that wish to support or improve such programs in pre-K, elementary, and/or secondary schools.
- Innovation Pathways Planning: The purpose of this competitive grant was to provide Innovation Pathway program resources to applicants who wanted Innovation Pathway designation from DESE.
- MyCAP Development: The purpose of this targeted grant opportunity is 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.

- MassHire Education/Science Technology Engineering Math (STEM): The MassHire Grants were for senior student internships. Seniors were placed into paid internships in either education or STEM related fields. The education students were embedded in our pre-school and elementary schools in RPS.
- New England Dairy & Food Council: Given to implement a program to increase access to and the consumption of low-fat and fat-free dairy products and increase average daily meals served. Includes equipment.

Note – although not a grant, DESE reimburses school districts for a portion of out of district tuition placement and transportation costs. In FY23, DESE will defray \$1,601,098 in tuition and transportation costs, charging those expenses directly to the Circuit Breaker reimbursement fund. The end-of-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 IIA: Provides supplemental resources to school districts to support systems of support for excellent teaching and leadership. 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, safe and healthy students, and 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 program administration, special education teachers, 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.
- IDEA 274: Provides professional development for clinical staff in the areas of grief and loss in a school setting, social emotional curriculum that is accessible online as well as in person and professional development on anxiety to assist students who have pre-existing or new onset anxiety.
- ARP 252: Addresses challenges related to the pandemic including: school re-entry, disruption in the education of children with disabilities, mental health service, sustainability, focuses on issues of equity in special education and early intervention services. Funds are allocated to provide professional development, instructional materials, and testing/assessment materials.
- ARP 264: Addresses early childhood special education and family engagement, such as improving systems to assist with the transition from early intervention to pre-kindergarten to kindergarten to increase

educational outcomes for students. Funds from this grant are allocated to fund student assessment, induction, and transition programs.

- ESSER II: Addresses learning loss and provides mental health services and support. These funds are allocated to pay for special education teachers, adjustment counselors and tutors and social-emotional curriculum.
- ESSER III: Helps schools safely reopen and respond to the academic, social, emotional, and mental health needs of all students, particularly those disproportionately impacted by the COVID-19 pandemic. These funds are allocated to pay for team leaders, special education teachers, adjustment counselors and tutors.
- Accelerated Math: Professional development for K-2 math implementation, print resources for those grade-levels, 1-year digital access for K-2, additional PD for year 2 supports, and additional teacher manual copies to ensure all staff (special education included) have access to the curriculum resources.

Revolving Funds

Special Revenue Funds are comprised of fee-based programs, extracurricular activities, and donations. The two User-fee programs with the largest end-of-year balances include Food Services, Full-Day Kindergarten and Extended Day. Food Services, Athletics and Extended Day had the greatest decreases in balance in FY23, While Driver's Education and Special Education tuition had the greatest gains.

Athletics

- Transportation expenses increased substantially in the post-COVID lockdown era, with a greater number of student teams travelling to events.
- Salary support increased and donations were down slightly from FY22.

Band

- A journal entry accounting error is being investigated and addressed.

Extended Day

- Salary/wage adjustments for head/assistant teachers, and a program coordinator. As no cost-of-living adjustments had been made in the last ten years, wages were adjusted to reflect the current climate and the ED program was able to increase its staffing level to meet the demand of increased student participation.

RISE Preschool

- Spent 20K more than expected - libraries and bookshelves were purchased for each classroom.

Food Services (School Lunch) expenses can be attributed to the following:

- Filling of vacancies and wage adjustments for cafeteria services workers, and managers
- Increases in food costs including bread, milk, and groceries.
- New equipment purchase, installation, and repair for multiple kitchens across the district.
- Less reimbursement was received as the method of reimbursement decreased despite our increase in participation. We anticipate a higher rate of reimbursement in FY24 as a result of some changes in the calculation methodology that will be positive for us.

The table that follows provides a FY23 financial overview of all Reading Public Schools' fee-based programs, including beginning year balances, FY23 expenditures and encumbrances, and end year balances, along with the gain/loss for the fiscal year:

FY23 End Year Financial Summary: Revolving Accounts					
Fee-Based Programs	FY23 Balance July 1, 2022	FY23 Actual Revenue	FY23 Actual Expend./Enc.	FY23 End Year Balance June 30, 2023	FY23 Gain/(Loss)
Athletics	\$ 171,525	\$ 457,149	\$ 510,898	\$ 117,776	\$ (53,749)
Band Revolving Account	\$ 30,704	\$ 18,825	\$ 54,369	\$ (4,840)	\$ (35,544)
Community Education - Drivers Education and Adult Education	\$ 94,027	\$ 70,075	\$ 39,076	\$ 125,026	\$ 30,999
Community Education- Extended Day Program	\$ 541,177	\$1,234,148	\$1,275,960	\$ 499,365	\$ (41,812)
Community Educaiton - Summer Programs	\$ 39,974	\$ 42,753	\$ 31,700	\$ 51,027	\$ 11,053
Coolidge Drama Activities	\$ 38,355	\$ 22,041	\$ 46,512	\$ 13,884	\$ (24,471)
Coolidge Extracurricular	\$ 4,738	\$ -	\$ 2,040	\$ 2,698	\$ (2,040)
Full Day Kindergarten Tuition	\$ 621,319	\$ 734,655	\$ 734,655	\$ 621,319	\$ -
Lost Books	\$ 27,902	\$ 4,447	\$ 755	\$ 31,594	\$ 3,692
Parker After School Activities	\$ 68,329	\$ 32,975	\$ 29,134	\$ 72,170	\$ 3,841
Parker Drama Activities	\$ 51,229	\$ 41,267	\$ 41,842	\$ 50,654	\$ (575)
Parker Extracurricular	\$ 3,860	\$ -	\$ 3,220	\$ 640	\$ (3,220)
RISE Preschool Program	\$ 235,065	\$ 392,235	\$ 412,565	\$ 214,735	\$ (20,330)
RMHS Drama Activities	\$ 74,113	\$ 74,274	\$ 57,657	\$ 90,730	\$ 16,617
RMHS Guidance	\$ 10,397	\$ 76,708	\$ 75,625	\$ 11,480	\$ 1,083
School Lunch Program	\$ 1,427,218	\$1,659,582	\$2,315,163	\$ 771,637	\$ (655,581)
School Transportation	\$ -	\$ 42,990	\$ 42,990	\$ -	\$ -
Special Education Tuition	\$ 66,899	\$ 46,231	\$ 17,994	\$ 95,136	\$ 28,237
Use of School Property	\$ 92,247	\$ 266,084	\$ 276,861	\$ 81,470	\$ (10,777)
TOTAL Fee-based Revolving Funds	\$ 3,599,078	\$5,216,439	\$5,969,016	\$ 2,846,501	\$ (752,577)

In addition to user-fee programs, Reading Public Schools has established donation revolving accounts for each school and special education programs. Please find the FY23 activity for these funds in the table provided below:

Gifts/Donations	FY23 Balance July 1, 2022	FY23 Actual Revenue	FY23 Actual Expend./Enc.	FY23 End Year Balance June 30, 2023	FY23 Gain/(Loss)
Pre-K Student Activity	\$ 5,423	\$ 2,725	\$ 5,493	\$ 2,655	\$ (2,768)
Elementary Student Activity	\$ 43,837	\$ 14,396	\$ 8,496	\$ 49,738	\$ 5,901
Secondary Student Activity	\$ 243,217	\$ 336,685	\$ 390,895	\$ 189,007	\$ (54,210)
Barrows Donations Fund	\$ 8,621	\$ 3,436	\$ 7,215	\$ 4,842	\$ (3,779)
Birch Meadow Donation Fund	\$ 6,836	\$ 2,707	\$ 1,964	\$ 7,579	\$ 743
Joshua Eaton Donation Fund	\$ 2,506	\$ 3,179	\$ 2,955	\$ 2,730	\$ 224
Joshua Eaton Donation Fund	\$ 9,630	\$ -	\$ -	\$ 9,630	\$ -
JW Killam Donation Fund	\$ 20,206	\$ 15,279	\$ 14,682	\$ 20,803	\$ 597
Wood End Donation Fund	\$ 5,336	\$ 5,912	\$ 5,658	\$ 5,590	\$ 254
Coolidge Donation Fund	\$ 11,107	\$ 20,502	\$ 22,166	\$ 9,443	\$ (1,664)
Parker Donation Fund	\$ 9,092	\$ 20,018	\$ 17,587	\$ 11,522	\$ 2,430
High School Donation Fund	\$ 13,754	\$ 14,734	\$ 8,763	\$ 19,725	\$ 5,971
District Donation Fund (includes REF grants)	\$ 14,031	\$ 8,592	\$ 8,268	\$ 14,355	\$ 324
SEPAC Donation Fund	\$ 300	\$ -	\$ -	\$ 300	\$ -
Special Education Donation Fund	\$ 319	\$ -	\$ -	\$ 319	\$ -
Libby Scholarship Donation Fund	\$ 2,752	\$1,304,077	\$ 84,000	\$ 1,222,829	\$ 1,220,077
TOTAL Gift/Donation Revolving Funds	\$ 396,967	\$1,752,241	\$ 578,140	\$ 1,571,068	\$ 1,174,101

*Note - Actual Revenue column's calculations reflect donations received from "Friends of" all of the athletic groups and Reading Education Foundation

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Superintendent of Schools

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Director of METCO

Derek Pinto, Ed.D.
Director of Finance & Operations

Michelle Roach
Director of Human Resources

Reading Public Schools

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

To: Reading School Committee
From: Derek Pinto, Director of Finance and Operations
Date: October 19, 2023
Re: Department of Elementary and Secondary Education – FY23 End-of-Year Report (EOYR)

Please find enclosed a copy of the Department of Education Elementary and Secondary Education's FY23 End-of-Year Report. The purpose of the annual EOYR is to meet Education Reform and state aid compliance, adhere to Federal requirements, and provide data for statistical analysis by the Commonwealth of Massachusetts for determining:

- Per pupil spending
- Average teacher salaries
- School choice and non-resident vocational tuition rates
- Charter school tuitions
- Indirect cost rates
- Maintenance of effort
- Special education expenditures
- District reviews

The EOYR is a thorough accounting of all sources of revenues received by the School Department and all expenditures made by and on behalf of the schools.

The EOYR is enclosed in the School Committee packet, for your information, accompanied by a copy of the Agreement Between the Town of Reading and the Reading Public Schools for the Allocation of Costs. Below is an overview of revenues, expenditures, net school spending and average teacher salaries and reported FTEs for the period of FY21 through FY23.

READING PUBLIC SCHOOLS
END-OF-YEAR REPORT SUMMARY FY21 TO FY23

REVENUE	FY 21	FY 22	FY 23*	Description
Previous Year Unused Encumbrance	\$50,791	\$132,865	\$67,888	Encumbrances carried forward
\$ Change prior year	\$24,930	\$82,074	-\$64,977	
% Change prior year	96.4%	161.6%	-48.9%	
Total Local Sources	\$86,834	\$363,143	\$201,377	Medicaid and E-rate
\$ Change prior year	-\$358	\$276,309	-\$161,766	
% Change prior year	-0.4%	318.2%	-44.5%	
Total State Aid	\$12,286,330	\$12,392,419	\$12,830,399	Circuit Breaker, MSBA, Charter School, Ch. 70
\$ Change prior year	\$67,743	\$106,089	\$437,980	
% Change prior year	0.6%	0.9%	3.5%	
Total Grants	\$2,687,716	\$4,673,380	\$3,048,073	Federal and State Grants
\$ Change prior year	\$964,738	\$1,985,664	-\$1,625,307	
% Change prior year	56.0%	73.9%	-34.8%	
Total Other Local Receipts & Private Grants	\$2,665,212	\$5,556,277	\$6,644,628	Private, Grants, Gifts, Fees
\$ Change prior year	-\$1,736,182	\$2,891,065	\$1,088,351	
% Change prior year	-39.4%	108.5%	19.6%	
Grand Total Revenue	\$17,776,883	\$23,118,084	\$22,792,365	
\$ Change prior year	-\$679,129	\$5,341,201	-\$325,719	
% Change prior year	-3.7%	30.0%	-1.4%	
EXPENDITURES	FY 21	FY 22	FY 23*	Description
Total School Committee	\$50,203,345	\$49,408,636	\$51,569,384	
\$ Change prior year	-\$59,274	-\$794,709	\$2,160,748	
% Change prior year	-0.1%	-1.6%	4.4%	
Total Town	\$13,925,842	\$16,219,611	\$19,123,476	
\$ Change prior year	\$654,676	\$2,293,769	\$2,903,865	
% Change prior year	4.9%	16.5%	17.9%	
Fed and State Grants	\$2,650,939	\$2,676,125	\$3,436,186	METCO, IDEA, SPED, ECE, TITLES & COVID
Circuit Breaker	\$1,360,990	\$1,328,409	\$1,417,320	Circuit Breaker
Private Grants/Gifts	\$60,782	\$49,030	\$169,387	Gifts, Donations, Private Grants
Revolving Accounts	\$2,996,515	\$4,343,171	\$5,536,678	Fees, Food Service, Extended Day, Athletics
Total Grants and Special Funds	\$7,069,226	\$8,396,735	\$10,559,571	
\$ Change prior year	-\$413,517	\$1,327,509	\$2,162,836	
% Change prior year	-5.5%	18.8%	25.8%	
Grand Total Expenditures	\$71,198,413	\$74,024,982	\$81,252,431	
\$ Change prior year	\$181,885	\$2,826,569	\$7,227,449	
% Change prior year	0.3%	4.0%	9.8%	
NET SCHOOL SPENDING	FY 21	FY 22	FY 23*	
NSS Spending	\$61,076,117	\$59,475,512	\$61,523,625	
NSS Requirement	\$45,888,144	\$45,825,918	\$46,812,748	
\$ Over Requirement	\$15,187,973	\$13,649,594	\$14,710,877	
% Over Requirement	33.1%	29.8%	31.4%	
AVERAGE TEACHER SALARY AND REPORTED FTE	FY 21	FY 22	FY 23*	
Average Teacher Salary	\$83,378	\$84,264	\$87,825	
\$ Change prior year	\$2,113	\$886	\$3,561	
% Change prior year	2.6%	1.1%	4.2%	
FTE Teachers EPIMS	316.0	322.7	319.8	
# Change prior year	0.8	6.7	-2.9	
% Change prior year	0.3%	2.1%	-0.9%	

* FY 23 EOY unaudited

Reading Public Schools

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



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TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
DATE: October 19, 2023
FR: Derek Pinto, Director of Finance and Operations
RE: Special Education Reserve Fund Report

In accordance with the requirement of School Committee Policy DBDA (Special Education Reserve Fund), which is to be used in alignment with M.G.L. 40:13E. It is meant to provide for unanticipated or unbudgeted costs in the following areas:

1. Special Education
2. Recovery High School Programs
3. Out-of-District Tuition
4. Out-of-District Transportation

The Special Education Reserve Fund (SERF) can accrue up to 2% of Net School Spending (as reported to the Department of Elementary and Secondary Education) and will only be used for the above noted reasons. The table below indicates the balance of the fund, the total of Net School Spending (NSS) and the percentage of NSS that the SERF represents.

Special Education Reserve Report	
Starting Balance	\$ 175,000
Interest Earned	\$ -
Current Balance	\$ 175,000
FY22 Net School Spending	\$ 59,475,512
FY23 Net School Spending	\$ 61,523,625
% of FY22 NSS	0.29%
% of FY23 NSS	0.28%
FY22 1% Target	\$ 594,755.12
FY23 1% Target	\$ 615,236.25
FY22 1% Shortfall	\$ 419,755.12
FY23 1% Shortfall	\$ 440,236.25
FY22 2% Maximum	\$ 1,189,510.24
FY23 2% Maximum	\$ 1,230,472.50
FY22 Headroom to Max	\$ 1,014,510.24
FY23 Headroom to Max	\$ 1,055,472.50

Reading Public Schools

School Committee Meeting Packet

October 19, 2023



Information/Correspondence

From: [Wise, Thomas](#)
To: [John Sullivan](#)
Cc: [Milaschewski, Thomas](#); [Lejeune, Olivia](#)
Subject: RE: Dog park at birch meadow
Date: Friday, October 6, 2023 9:07:03 AM

John –

Good morning. Thank you for sharing your thoughts below.

As you may have seen, the Committee expressed their concerns with the plan which included:

1. Using the land for dogs would greatly restrict the play area for the students. That would be on top of the land limitations already imposed by the Modular Classrooms.
2. The land use would potentially restrict the future expansion of Birch Meadow Elementary if we can't build Killam to suit all the future needs of the District.
3. The land use would restrict Birch Meadow Phase 2 parking that was previously promised to the ARPA Committee.

Mr. Cool has spent a good deal of time researching and advocating for a dog park around Reading. Thus, it was the responsible thing to hear the request, but we ultimately agreed it was not the right thing for us to do as the School Committee at Birch Meadow Elementary.

Thank you.

Thomas Wise

Reading School Committee

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From: John Sullivan <johnsullivan3@gmail.com>
Sent: Thursday, October 5, 2023 6:25 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Dog park at birch meadow

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Taking away the best outdoor play area at Birch Meadow to put in a dog park that nobody seems to want is a terrible idea. Please vote not to entertain this proposal.

Thank you,
John Sullivan, Weston Rd.