

# Reading Public Schools

## School Committee Meeting Packet

November 30, 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: 2023-11-30

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.	E.	New Business 1. Vote to Approve 07-01-2024 through 06-30-2027 Reading Teachers Association Contract
7:10 p.m.	B.	Public Comment  Focus on Excellence 1. Spring 2023 State Champion Boys Lacrosse Team  Consent Agenda 1. Minutes (11-02-2023) 2. RMHS Field Trip Approval 3. Best Buddies Donation 4. Friends of Reading Soccer Donation 5. Special Olympics Unified Champion Schools Donation 6. Coolidge PTO Donation 7. Donors Choose Intent to Donate 8. Accept FY24 Safe and Supportive Schools Grant Award 9. Revised FY24 Enrollment Update  Warrant Reports 1. 11-02-2023 2. 11-09-2023 3. 11-16-2023 4. 11-22-2023  Reports 1. Student 2. Assistant Superintendent of Teaching & Learning 3. Assistant Superintendent of Student Services 4. Superintendent

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

		5. Liaison/Sub-Committee
7:30 p.m.	E.	New Business 2. Learning Center Program Review Presentation & Discussion 3. Community Math Pathways Committee Findings Presentation & Discussion
9:10 p.m.	G.	Executive Session 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 Facilities School Custodians) as an open meeting will have a detrimental effect on the bargaining position of the Reading School Committee.
	F.	Information / Correspondence 1.
9:30 p.m.		Adjourn

Join Zoom Meeting

<https://readingpsma.zoom.us/j/84806346892>

Meeting ID: 848 0634 6892

Find your local number: <https://readingpsma.zoom.us/j/84806346892>

**Reading Public Schools**  
**School Committee Meeting Packet**  
**November 30, 2023**



**Consent Agenda**



# Town of Reading Meeting Minutes

## Board - Committee - Commission - Council:

### School Committee

Date: 2023-11-02

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

### Attendees: **Members - Present:**

Tom Wise, Sarah McLaughlin, Shawn Brandt (remote), Erin Gaffen (remote) and Charles Robinson

### **Members - Not Present:**

Carla Nazzaro

### **Others Present:**

Assistant Superintendent Dr. Sarah Hardy, Assistant Superintendent Dr. Jennifer Stys, Superintendent Dr. Thomas Milaschewski and Student Emily Goodhue

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

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## Topics of Discussion:

**A. Call to Order** – Mr. Wise called the meeting to order at 7:03 p.m. to review the agenda.

Roll Call into session – Mr. Robinson – here, Ms. McLaughlin – here, Mr. Brandt – here, Mrs. Gaffen – here, and Mr. Wise – here

## **B. Public Comment**

### **Focus on Excellence**

1. Language Opportunity Coalition (LOC) Biliteracy Achievement Awards – Dr. Milaschewski provided some framework on the Biliteracy awards and introduced teachers Ms. Danja Mahoney and Mr. Derrick Ryan. It is exciting to see and hear about the students' receiving awards in these categories. Ms. Mahoney and Mr. Ryan discussed the importance of the LOC Biliteracy Pathway Awards.

2. MA Seal of Biliteracy Qualifications – Ms. Mahoney and Mr. Ryan discussed how the LOC Pathway Award leads to the next step in students qualifying for the MA Seal of Biliteracy. A list of students was provided who have earned the LOC Award in 2023-2024 and those who will become earners upon graduation in 2024. Last year, RMHS was awarded \$13,000 to implement the testing of these awards. Ms. Mahoney and Mr. Ryan thanked the district for all of the support.

## **Consent Agenda**

1. Minutes (10-05-2023)
2. Minutes (10-19-2023)
3. RMHS Volleyball Parents Organization Donation

### **Warrant Reports**

1. 10-19-2023
2. 10-26-2023

**Mr. Wise motioned to approve the consent agenda**, seconded by Mr. Robinson. Roll Call Vote – Roll Call Vote to approve the consent agenda, Mr. Robinson – yes, Mrs. McLaughlin – yes, Mrs. Gaffen – yes, Mr. Brandt – yes, and Mr. Wise – yes. The vote passed 5-0.

### **Reports**

1. Student – Sachi Selvakumar and Emily Goodhue provided the following updates for the committee:
  - a. The Student Advisory Committee is meeting regularly with five active members and about 15-20 students working with Mr. Wise and Mrs. Callanan to bring forward areas of budgetary and policy change that can impact students at RMHS.
  - b. RMHS students attend the HBCU college fair where one student was accepted on the spot and offered a \$12,000 scholarship.
  - c. Students recently took the PSAT during the school day at RMHS.
  - d. On Nov 8<sup>th</sup> a speaker event took place called *Transitioning to College for Students with Learning Differences*.
2. Assistant Superintendent of Teaching & Learning – Dr. Hardy discussed the importance of professional learning. On November 7<sup>th</sup>, schools will be closed and we will hold an in-service day for all staff in the district.
3. Assistant Superintendent of Student Services – Dr. Stys provided an update sharing some upcoming events which include a provider’s breakfast, a speaking session with author Phyllis Fagell on *Why Middle School Matters*, and a de-escalation training for all community members. RISE Director Ms. Kerry Wilcox will be holding a series of training for RISE families and families across the district. Finally, Dr. Stys acknowledged the great work teacher Tara Herlihy is doing with Unified Sports and teachers Sherilla Lestrade and Jessica Ayer as they continue to partner on Unified Buddies.
4. Superintendent – Dr. Milaschewski welcomed Ramsey Merritt who is a first-year doctoral student at Harvard University and provided some background on his prior experiences. Ramsey is serving as a leadership fellow in RPS this year.
5. Liaison/Sub-Committee
  - a. Mr. Robinson – The Charter Review Committee met, but there were no items on the agenda pertaining to the schools.
  - b. Mrs. McLaughlin – The Killam School Building Committee met on Monday to review and discuss at a high level the design firm submittals. The committee talked through the next steps and creating a project-based website to keep the community updated.
  - c. Mrs. Gaffen – No report
  - d. Mr. Brandt – No report

- e. Mr. Wise – As we are recognizing all the different teams that have had recent victories, we also want to recognize the marching band who have done very well this season. Also, the next two weekends *Something Rotten!* will be showing at the Performing Arts Center.

### **Public Comment – None**

***Mr. Wise made a motion to take item E2 Elementary & Secondary School Improvement Plan Presentations and Discussions out of order;*** seconded by Ms. McLaughlin.  
Roll Call Vote – Roll Call Vote to approve the consent agenda, Mr. Robinson – yes, Ms. McLaughlin – yes, Mrs. Gaffen – yes, Mr. Brandt – yes, and Mr. Wise – yes. The vote passed 5-0.

## **E. New Business**

### **2. Elementary & Secondary School Improvement Plan Presentation & Discussion**

Dr. Milaschewski introduced the Elementary & Secondary School Improvement Plans by thanking the School Councils for their thought partnership. These are high level presentations, and each draft improvement plan can be found in the packet. We have provided a memo in the packet as well that shares the date, time, and Zoom link for each school presenting these improvement plans to their PTOs and community.

The five elementary school leaders presented the commonalities across the elementary level school improvement plans followed by each leader discussing individual school highlights. Mrs. Gallegos and Mrs. Schwartz discussed the driver behind creating small group-based instruction and fluid groupings across classrooms. A question was raised about Birch Meadow transportation funding in which Mr. Burnham discussed the cost of transportation for field trips or big events planned. Birch Meadow has made changes to make this more cost effective by shifting the time of events or fundraising.

The two middle school leaders presented the commonalities across the middle school level school improvement plans followed by each leaders discussing highlights for their individual school. A question was raised as to why Parker is providing math support for eighth grade, but not grades six or seven. Mrs. Rubino explained the team found there was room in the eighth-grade schedule to provide targeted support and being that these students head to high school next year they saw this as an important focus area. Ideally, this would be provided for every grade level, but given constraints Parker was only able to focus on eighth grade currently.

Mrs. Callanan was joined by school council members Eileen Manning and Marianne Downing to present the high school level school improvement plan. Noting that there is so much happening at the high school, the team is excited to see the Innovation Pathways continue to roll out. Mrs. Callanan was thanked for her leadership and progress being made this year. A question was raised about the lack of discussion in the improvement plan on solutions to close the gap for students underperforming. Mrs. Callanan noted this

is work we will always be working towards and until all students are achieving across the board, we know we have to make improvements.

### **1. Youth Risk Behavior Survey Presentation & Discussion**

Dr. Stys introduced Director of the Reading Coalition for Prevention and Support Ms. Erica McNamara and briefly shared what will be covered in today's presentation on the Youth Risk Behavior Survey (YRBS). This presentation provides a lot of data and over the next year we will be working towards addressing the data. Ms. McNamara thanked her colleagues at the police department who have helped support this presentation and the survey partners who helped with funding, consulting, and providing school samples.

Ms. McNamara discussed the timeline process for the survey, high school and middle school sample size in terms of participation, and the different questions that were asked by the survey. Topics in which students responded to questions and provided feedback included safety, discrimination, bullying, and mental health. Protective factors and health education highlights were reviewed. As for moving forward, this is just the start and we will continue in the community ongoing dissemination, workgroups and student utilization. We do have the ability to build in 10 of our own questions. It was pointed out that in the future we could look to add in more about bullying as to dig into why students decide not to report. Community member Marianne Downing asked a question about survey results comparatively to data from 2021 as it relates to students being in school remotely vs. in person. Ms. McNamara noted there was a decline in cyber bullying and electronic bullying when looking at the data comparatively.

### **G. Executive Session**

**Mr. Wise motioned to adjourn to Executive Session and not return to open session to discuss strategy with respect to collective bargaining on the bargaining position of the public body (Reading Teachers Association and Reading Administrative Secretaries Association) as the chair declares an open meeting will have a detrimental effect on the bargaining position of the Reading School Committee, seconded by Mr. Robinson.**

Roll Call Vote – Roll Call Vote to adjourn to Executive Session, Mr. Robinson – yes, Ms. McLaughlin – yes, Mrs. Gaffen – yes, Mr. Brandt – yes, and Mr. Wise – yes. The vote passed 5-0.

<https://www.youtube.com/watch?v=QMRgwaSLUTQ>

**Meeting Adjourned from regular session at approximately 9:22pm**



# 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: November 28, 2023  
RE: Vote to Approve Science Olympiad Field Trip Request

Please vote to approve an out-of-state day field trip request to Brown University in Providence, RI, on behalf of the Reading Memorial High School Science Team. The trip will take place on February 10, 2024, from 7:00 am to 7:00 pm for the purpose of participating in a Science Olympiad.

Please find attached the field trip approval form.

Thank you.



# Reading Public Schools

## Field Trip Approval Form

Trip Coordinator:	Martha Moore
School:	RMHS
Grade(s) Attending:	9-12 (Science Team)
Destination:	Brown University
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Out of State Day Trip
Educational Purpose of Trip:	Science Olympiad
Date(s) of Trip:	Feb. 10, 2024
Time of Departure:	7 AM
Time of Return:	about 7 PM
Cost of Trip:	\$10 cost to students
Will there be fundraising? If yes, please attach a fundraising plan.	No
No. of students attending:	15
No. of teachers attending:	1
No. of other adults attending:	about 4
No. of Nurses attending:	0
If a nurse is attending, is the nurse licensed to practice in the state/country of the field trip?	NA
Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks? If not, describe the plan to ensure this is completed prior to the field trip?	Yes
Transportation Required (put all that applies) <i>Bus, Train, Boat, Plane, Private Car, Other</i>	School Van + Private Car
Name of Company(ies) providing Transportation:	NA van driven by Martha Moore
Name of Educational Travel Organization conducting the trip (*Please attach the 3 quotes for the Travel Organizations considered if the cost of the trip exceeds \$10,000):	NA
Food will be provided by (if applicable):	Students
Will there be students participating in the trips who have food allergies? If so, I have verified	Yes

that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options.	Dining Services have allergen-free alternatives
If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water.	NA
Please describe the educational alternative for those students who will not be attending the trip.	NA
Please describe the accommodations/ transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?	Buildings are handicapped accessible
Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?	Discussed with nurse
Do any students require the administration of prescription medication during the trip? If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)?	NA
If you are in a location that does not have cell service, what is the plan for contacting emergency services?	NA - Campus Police
Please describe the process that will be used to determine student eligibility for the trip.	Members of Science Team will participate

### Checklist for Day trips

Please attach the following to this document:

TBD	a. A detailed itinerary of the trip
NA	b. A copy of any contract associated with the field trip
✓	c. A list of all adults who will be chaperoning the field trip
NA	d. Fundraising plan (if applicable)

c) Possible chaperones include  
Chris Boran  
Dan Malone  
Kelly Malone

**Fill out this section if the Field Trip is an overnight trip.**

Is the bus driver getting sufficient rest in accordance with federal regulations and common sense?	
Departure Information (location and carrier):	
Return Trip Information (location and carrier):	
Lodging will be provided by (if applicable): *Please include if the Educational Travel Company is requiring security on each floor of the lodging*	
Address and Phone No. of Lodging (if applicable):	
Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?	

**Checklist for Overnight trips**

Please attach the following to this document:

	a. A detailed itinerary of the trip
	b. Signed state ethics financial disclosure forms from all staff whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. Before planning the trip staff should complete the <u>DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST AND DETERMINATION BY APPOINTING AUTHORITY AS REQUIRED BY G. L. c.268A, § 19</u>
	c. A copy of any contract associated with the field trip.
	d. A list of all adults who will be chaperoning the field trip.
	e. Fundraising plan (if applicable)
	f. Quotes from three travel organizations (applicable for trips costing more than \$10,000)

**The Following Section is for Out of Country Field Trips Only**

<p>Are there any current travel warnings or advisories issued by the State Department? Please go to <a href="http://www.cdc.gov">www.cdc.gov</a> or <a href="http://www.travel.state.gov">www.travel.state.gov</a>. If YES, please explain:</p>	
<p>Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?</p>	
<p><b>Note:</b>  <i>Copies of all students' passports shall be maintained by the Trip Coordinator.</i>  <i>At least one staff member accompanying the students must have a phone number with an international service.</i>            Name of Staff member and Telephone Number:</p>	

=====

**To be completed by Reading Public School Administration:**

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

APPROVED [Signature]  
 Principal (For All Field Trips)

DATE 10/30/23

APPROVED [Signature]  
 School Nurse (For All Field Trips)

DATE 10/19/23

APPROVED [Signature]  
 Assistant Superintendent of Schools for Student Services

DATE 11/6/23

APPROVED [Signature]  
 Assistant Superintendent of Schools for Teaching & Learning

DATE 11-7-23

APPROVED [Signature]  
 Director of Health Services

DATE 10/19/23

APPROVED [Signature]  
 Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

DATE 11/7/23

=====

School Committee Approval  
 (For Overnight, Out of State, and International Field Trips)

DATE \_\_\_\_\_

# 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: November 28, 2023  
RE: Vote to Accept Best Buddies Donation

Please vote to accept a donation of \$1,000 from the SNL Football, LLC. This donation is for the benefit of a staff member supporting Best Buddies for the 2023-2024 school year.

Thank you.

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

TO: Reading School Committee  
FROM: Olivia Lejeune, Executive Assistant to the Superintendent  
DATE: November 28, 2023  
RE: Vote to Accept Friends of Reading Soccer Donation

Please vote to accept a donation of \$1,000 from the Friends of Reading Soccer, Inc. This donation is for the benefit of the RMHS Boys Soccer Assistant Coach for the 2023 season.

Please find attached the donation letter from Jessica Skehan on behalf of the Friends of Reading Soccer, Inc.

Thank you.



To Whom It May Concern:

Friends of Reading Soccer, Inc is making a donation of \$1,000 in support of the RMHS Boys Soccer Assistant Coach for the 2023 season. Please find a check enclosed made payable to the "Town of Reading" for this amount.

Thank you,

Jessica Skehan

30 Locust Street, Reading MA 01867

Friends of Reading Soccer, Inc - 2023 Treasurer Boys Varsity Captain Parent



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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: November 28, 2023  
RE: Vote to Accept Special Olympics Unified Champion  
Schools Grant

Please vote to accept a \$2,000 grant from the Special Olympics Unified Champion Schools. This grant is for the benefit of continuing to build the Unified Basketball program at RMHS.

Please find attached the donation letter from Kathleen Lutz on behalf of the Special Olympics Massachusetts.

Thank you.



Dear **Kevin Tracey**,

Thank you for your commitment to inclusion this school year. Enclosed, please find the grant funding provided to **Reading High School** for are starting the UCS program or continuing to build the program with Unified Basketball at the high school level. As a reminder, the grant money is given based on your commitment to inclusion and Unified Basketball this school year.

**Schools that are awarded this grant will commit to the following:**

- Commitment to planning regularly scheduled activities over a planned timeframe in the fall.
- Fill out the roster form with names of students participating in Unified Basketball, by Sept. 29<sup>th</sup>2023.
- One whole school engagement activity that promotes inclusion, acceptance, and support of students with intellectual disabilities.
- Inclusive Youth Leadership throughout the year with friendships being made and youth being the agents of change.

**Grant Funding**

***Limited to the following Unified Champion School related expenses***

- Teacher/Coach stipends needed to hold activities
- Equipment and or related costs in supporting the team
- Uniforms
- Transportation

If you have any questions regarding how to spend the grant money, please feel free to reach out to me. Please retain receipts for your records.

Thank you again for your commitment to inclusion and making a difference in the lives of so many students. #choosetoinclude

Sincerely,

Kathleen Lutz  
Director of Inclusive Schools Initiatives  
Special Olympics MA  
Kathy.Lutz@specialolympicsma.org  
508-485-0986 x227

**Special Olympics Massachusetts (SOMA)**  
**512 Forest Street, Marlborough, MA 01752**  
**[www.specialolympicsma.org](http://www.specialolympicsma.org)**

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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: November 28, 2023  
RE: Vote to Accept Coolidge PTO Donation

Please vote to accept a \$3,000 donation on behalf of the Coolidge Middle School PTO. This donation is for the benefit of offsetting the busing costs for field trips for middle school students in the 2023-2024 school year.

Please find attached the letter of intent from Lara Veilleux on behalf of the Coolidge Middle School PTO.

Thank you.

Coolidge Middle School P.T.O., Inc.  
89 Birch Meadow Drive  
Reading, MA 01867



Reading School Committee  
Reading, MA 01867

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Dear School Committee -

Please accept this letter of intent from the Coolidge Middle School P.T.O., Inc. to commit a total of \$3,000 (\$1,000 each to grades 6, 7, & 8) to the Coolidge students to help offset the busing costs for field trips this 2023-2024 school year. We hope this will help the families of Coolidge and make it financially viable for all students to attend their individual grades' field trips.

Let us know if anything further is needed from us to solidify this financial commitment.

Thank you very much.

Warm Regards,

A handwritten signature in black ink, appearing to read "Lara A. Veilleux".

Lara A. Veilleux  
Coolidge PTO Treasurer  
awcoolidgepto@gmail.com

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

TO: Reading School Committee  
FROM: Olivia Lejeune, Executive Assistant to the Superintendent  
DATE: November 28, 2023  
RE: Vote to Accept "Donors Choose" Donation

Please vote to approve the intent to donate \$200 to the Killam Elementary School through Donors Choose on behalf of Mr. Jared and Mrs. Laura Stanton and First American.

Upon acceptance of this intention, an account will be created through Donors Choose for the deposit of the funds.

Thank you.

**From:** [Jared Stanton](#)  
**To:** [Lejeune, Olivia](#)  
**Cc:** [jstanton@cooley.com](mailto:jstanton@cooley.com); [Milaschewski, Thomas](#)  
**Subject:** Re: RPS Donation  
**Date:** Tuesday, November 28, 2023 11:13:58 AM

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

Hi Olivia,

I was just able to get a company to match the \$100 once the committee approves it. I am not sure if that information is needed or not tonight. I just need the project number when it is created and they will deposit the funds. It just needs to be done before 12/31/23 and I am happy to assist in setting it up if needed.

Thank you!  
Jared

On Fri, Nov 24, 2023 at 11:06 AM Jared Stanton <[jstantonrll@gmail.com](mailto:jstantonrll@gmail.com)> wrote:

Hi Olivia,

I wish to contribute \$100 to the Killiam School through Donors Choose ([donorschoose.org](https://donorschoose.org)). If approved, kindly establish an account by following this link ([https://secure.donorschoose.org/teacher/teacher\\_registration.html](https://secure.donorschoose.org/teacher/teacher_registration.html)). Once the account and project are set up, inform me, and I will promptly deposit the funds directly. Feel free to reach out if you have any questions, and please convey our gratitude to all the dedicated staff and faculty at the Killiam School. Laura and I truly appreciate their ongoing efforts.

Sincerely,  
Laura and Jared Stanton

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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  
Dr. Derek Pinto, Director of Finance and Operations  
DATE: November 27, 2023  
FR: Katelyn Finnegan, Finance and Business Analyst  
RE: Acceptance of FY24 Safe and Supportive Schools Grant Award

The Department of Elementary and Secondary Education has awarded the Reading Public Schools with a FY24 Safe and Supportive Schools Grant in the amount of \$10,000.

The purpose of this state funded competitive grant program is to provide funding to school districts to organize, integrate, and sustain school and district-wide efforts to create safe and supportive school environments. Additionally, this grant is designed to coordinate and align student support initiatives based on grantee's findings from completing the Safe and Supportive Schools Framework and Self-Reflection Tool.

The main priorities for this grant are to help ensure that each participating school creates an equitable, safe, positive, healthy, culturally-competent, and inclusive whole-school learning environment for all students, and makes effective use of a system for integrating services and aligning initiatives that promote students' behavioral health and wellness.

Thank you for your support with your vote to accept the FY24 Safe and Supportive Schools Grant Award.

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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: 11/30/23  
FR: Central Office Leadership Team  
RE: Revised October 1, 2023 Enrollment

Please find below a revised count of the unofficial student enrollment for Reading Public Schools by grade and school. The revised count is a result of a discussion with Jerome McKibbin (McKibbin Demographics) who completed the projections for the district.

The change from the enrollment report presented on October 5<sup>th</sup> includes the removal of RISE Preschool from the count (appearing in line 1), and the correction of a double count of the RISE enrollment number. The district exceeds projected enrollment by +43 students. It should be noted that these numbers will differ from what is reported to the state, as the state report includes all students receiving Reading Public School services.

## READING PUBLIC SCHOOLS FY24 Student Enrollment October 1, 2023

Table 1: Enrollment & Projections\*

Grade	RISE Pre-K	Barrows Elem.	Birch Meadow Elem.	Joshua Eaton Elem.	Killam Elem.	Wood End Elem.	Coolidge Middle	Parker Middle	RMHS	Total Actual	Total Projected FY24	Difference Act. vs. Proj.
RISE Preschool**	117									117	102	15
K		56	65	59	77	43				300	301	-1
1		54	63	65	63	35				280	310	-30
2		60	53	66	78	44				301	307	-6
3		57	52	62	54	31				256	251	5
4		66	79	72	79	49				345	307	38
5		63	59	69	73	47				311	300	11
<b>ELEM Total</b>		<b>356</b>	<b>371</b>	<b>393</b>	<b>424</b>	<b>249</b>				<b>1793</b>	<b>1776</b>	<b>17</b>
6							123	162		285	283	2
7							146	126		272	259	13
8							134	165		299	292	7
<b>MS Total</b>							<b>403</b>	<b>453</b>		<b>856</b>	<b>834</b>	<b>22</b>
9									290	290	278	12
10									261	261	265	-4
11									256	256	258	-2
12									291	291	293	-2
<b>RMHS Total</b>									<b>1098</b>	<b>1098</b>	<b>1094</b>	<b>4</b>
<b>Total FY24</b>	<b>0</b>	<b>356</b>	<b>371</b>	<b>393</b>	<b>424</b>	<b>249</b>	<b>403</b>	<b>453</b>	<b>1098</b>	<b>3747</b>	<b>3704</b>	<b>43</b>
<b>Projected FY24</b>	<b>102</b>	<b>354</b>	<b>331</b>	<b>414</b>	<b>432</b>	<b>245</b>	<b>369</b>	<b>465</b>	<b>1094</b>	<b>3704</b>		
<b>FY24 Actual v. FY24 Projected #</b>	<b>-102</b>	<b>2</b>	<b>40</b>	<b>-21</b>	<b>-8</b>	<b>4</b>	<b>34</b>	<b>-12</b>	<b>4</b>	<b>-59</b>		
<b>FY24 Actual v. FY24 Projected %</b>	<b>-100%</b>	<b>1%</b>	<b>12%</b>	<b>-5%</b>	<b>-2%</b>	<b>2%</b>	<b>9%</b>	<b>-3%</b>	<b>0%</b>	<b>-2%</b>		
<b>Actual FY23</b>	<b>104</b>	<b>356</b>	<b>358</b>	<b>390</b>	<b>405</b>	<b>246</b>	<b>429</b>	<b>464</b>	<b>1099</b>	<b>3851</b>		
<b>FY24 Actual v. FY23 Actual #</b>	<b>-104</b>	<b>0</b>	<b>13</b>	<b>3</b>	<b>19</b>	<b>3</b>	<b>-26</b>	<b>-11</b>	<b>-1</b>	<b>-104</b>		
<b>FY24 Actual v. FY23 Actual %</b>	<b>-100%</b>	<b>0%</b>	<b>4%</b>	<b>1%</b>	<b>5%</b>	<b>1%</b>	<b>-6%</b>	<b>-2%</b>	<b>0%</b>	<b>-3%</b>		

\* Projections based on McKibbin Population and Enrollment Forecast Report (May 2022)

\*\* RISE Preschool enrollment is not counted



# Reading Public Schools

## School Committee Meeting Packet

November 30, 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. Jennifer Stys, Assistant Superintendent of Student Services  
DATE: November 28, 2023  
RE: Learning Center Program Review

During the 11/30 School Committee meeting, we will present and discuss the Learning Center Program Review. A copy of the presentation can be found in the packet.

Thank you.

# Learning Center

---

Executive Summary and Next Steps  
November 30, 2023



# Belief and Urgency

All students feel that one's authentic self is seen, valued, affirmed, and connected by/to the school and district.

The urgency is the lives of children and an obligation to ensure that students receive the education they need and deserve in the least restrictive environment with instruction based in evidenced based practices.



# Setting The Stage: Why?

- The state requires that special education programs be reviewed.
- The reviews can be completed internally or through a 3rd party
- The state requires one program be reviewed a year



# Goals of Program Reviews

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



# Components of the evaluations

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



# This is just the beginning - this is an ongoing process

Published on February 25, 2015





# Special Education Program Review Timeline

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

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



# Program Review Evaluators



**Patric Barbieri, M.Ed.**, has worked in special education for over 32 years. He recently retired as Executive Director of LABBB Collaborative, a special education collaborative of five Massachusetts communities near Boston. LABBB has consistently been a statewide leader in providing robust academic, career, and social/recreational experiences for all special needs students, ages 3 to 22. Patric's strengths include developing programs for students and young adults from preschool through high school and college. He has conducted many program evaluations and professional development training for public school districts. He frequently speaks for the Massachusetts Partnership for Youth (MPY) and other groups. Patric has been practicing and teaching Mindfulness for 35 years, including offering a new perspective for those struggling with anxiety, which he calls "Positive Anxiety."



# Program Review Evaluators Continued



**Sally Smith, M.Ed.**, is a Special Education and Early Childhood Consultant for Seaside Educational Consultants, LABBB Collaborative, and The Northshore Education Consortium. Before her present professional position, Ms. Smith has 39 years of educational experience that includes Early Childhood Coordinator and Northeast Regional Associate Manager of Walker Partnerships, Director of Professional Development for the Education Collaborative of Greater Boston, four years as Director of Student Services for the Belmont Public Schools following 12 years of involvement with the Early Childhood Program for the Belmont Public Schools as a Preschool special education teacher, an inclusion specialist, and Early Childhood Coordinator.

# Program Review Themes

**Inclusion**

**Ensure consistent  
instructional  
practices**



**Tier 2 and SST**

**Professional Development**

**LRE**



# Commendations

- ***The districts commitment to outside evaluators completing intensive program reviews and using the reports in an ongoing cycle of improvement.***
- The proactive work in reviewing the workload of special education staff across the district to support service delivery.
- The district has implemented many of the recommendations provided in completed program reviews to improve practice not only in the programs evaluated but to have an impact on general special education supports.
- ***The district has made a commitment to ensuring all special education staff have training in reading and the brain, the impact on instruction and data collection to make meaningful adjustments.***



# Commendations Continued

- The district has hired an Inclusion Specialist to ensure that students are supported within the Least Restrictive Environment.
- Transition Specialist is working with students to identify their post-graduation goals while taking into consideration their individual interests, strengths, and needs.
- ***Reading has focused on developing a transparent collaborative working relationship with the families in the district.***
- The interviewees at all levels of the Learning Center model showed a positive mindset to participating in this evaluation.



# Commendations Continued

- The district developed an initial evaluation team at the elementary level to support consistency in evaluation practices. At the middle school level, the district is piloting a special education teacher in each building to complete initial evaluations.
- ***The evaluators observed many general education classrooms where paraprofessionals worked effectively with the classroom teachers, circulating among students and taking data.***
- It is a positive step for the 2023-2024 school year that most TEAM Chairs were moved to a different school or even level.



# Commendations Continued

- The district has effectively started to address concerns regarding executive functioning skills by embedding a focus on skills development in the Learning Center through the use of the SMARTS Curriculum at the high school.
- Reading Public Schools has a comprehensive District Curriculum Accommodation Plan (DCAP) in which staff are able to access accommodations that can be used to support all students' learning.
- ***The elementary staff feel the training on the new math and ELA curriculum has been informative and should continue.***



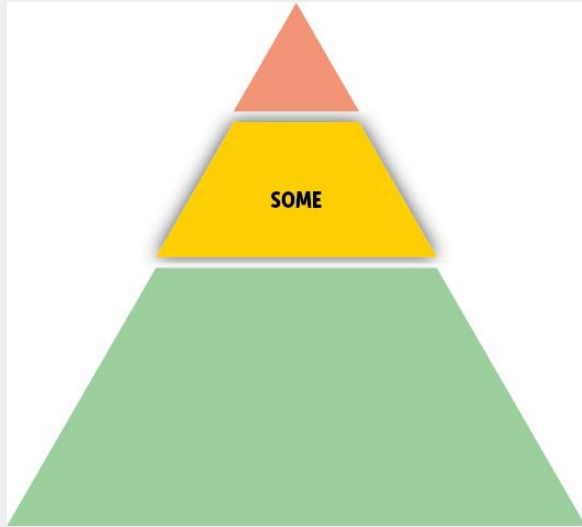


# Need: General Observations

- The Team Chair workloads vary between buildings based on the level of need of students and the programs housed within their school.
- In order to accurately provide instruction that is targeted to students' individual needs, a full battery of assessments is completed which has increased the SLP evaluation case load.
- To be in alignment with the district's Child Find obligations, RPS has aligned their screening and evaluation processes for Speech and Language. This has resulted in additional assessments to ensure appropriate services.
- Some IEPs reviewed could be more strength based and be more parent friendly.



# Need: Strengthen Tier 2 Implementation and the SST Process

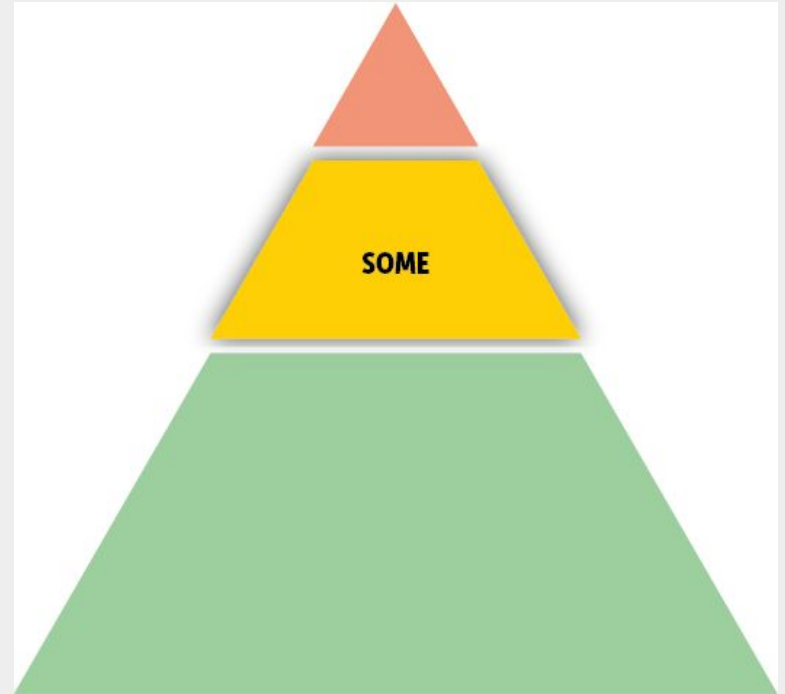


- To be in alignment with the district's Child Find obligations, RPS has aligned their screening and evaluation processes for Speech and Language. This has resulted in additional assessments to ensure appropriate services.
- Learning Center teachers at the elementary level indicated a lack of robust, consistent Tier 2 instruction, particularly in math. They were happy to learn that a K-12 instructional coach would be hired for the 2023-2024 school year.



# Need: Strengthen Tier 2 Implementation and the SST Process Continued

- General Education teachers need to understand the SST process and the DCAP to differentiate instruction so that students with all learning styles and varying cognitive abilities could be successful.
- IEP review found that many students had an executive functioning goal. It appears that there is not a strong Tier 1 and Tier 2 focus on directly teaching all students executive functioning skills.



# Recommendation: Strengthen Tier 2 Implementation and the SST Process

- The district has worked very hard to improve general education ELA/Math instruction through implementation of ARC/Illustrative Math. Special education and general education staff have received very targeted professional development in this area.
- Additionally, the district has provided a tremendous amount of training for special education staff in specialized reading instruction.
- The next step is to focus on implementing the DCAP, and strengthening the SST and Tier 2 supports.
- If Tier 1 and Tier 2 supports are done with fidelity, there should be a reduction in referrals for special education services. During interviews, staff indicated that special education was often the only option for additional support because of the lack of Tier 2 supports.



# Need: Define the Identity and Purpose of Learning Centers

- The amount of student services in Grid B and C varies from school to school at the elementary level for students with the same disability and similar learning profiles.
- Many Learning Center paraprofessionals are taking data by hand. The district should explore the option of using an iPad as this could be more efficient.
- Learning Center Teachers indicated that the structure of the ARC program makes it difficult to pull students for specialized reading programs (Orton-Gillingham, Wilson RAVO) as students need to be there for the whole ARC lesson
- During a few observations, Learning Center teachers were struggling with managing students with learning and behavioral needs.



# Need: Define the Identity and Purpose of Learning Centers Continued

- Interviews indicate that Learning Center paraprofessionals would benefit from additional time to consult with teachers, review weekly data, and plan for the next week.
- Interviews and observations indicated that the learning center's purpose must be consistent. There needs to be a shift from the purpose being to complete homework or classwork to the intent of special education which is to directly teach a skill so that the students can access the general education curriculum.
- We heard occasionally from general education teachers that they could tell when a student was receiving significant assistance from the Learning Center to prepare for a test.



# Recommendation: Define the Identity and Purpose of Learning Centers

- The purpose of the Learning Center support for students across the district was not consistent. This should be the number one priority for students to learn the skills, as determined through their IEP to be as independent as possible to access the curriculum. The district needs to rewrite the program description of the learning center to clarify this information. Additionally, meeting with the SEPAC might be helpful to further parents' understanding of skill building vs homework or test help.
- There needs to be a discussion between special education staff, general education staff and parents about the balance of assisting the student vs. trying to get a good grade on the test. General education should focus on teaching executive functioning to all students. Developing the skills to be independent should be the priority for all students. If a student requires specially designed instruction in this area, then the special education teachers need access to a curricular tool such as the SMARTS curriculum.



# Recommendation: Define the Identity and Purpose of Learning Centers - Continued

- The district should define and provide professional development on best practices for teaching skills in the general education setting. It is important to remember the focus is teaching a specific skill outlined in the IEP, not assisting in teaching the general education lesson and only providing prompting for students receiving IEP direct instruction. This will include training paraprofessionals on how to efficiently and effectively collect data.
- Teachers and students would benefit from periodic observations from a clinical staff person and direct principal coaching and feedback in supporting students with behavioral and academic concerns.
- The district should consider changing the name from the Learning Center to “Learning Strategies Center”(LSC). The goal here is to identify the purpose of the Learning Center. We believe giving students the skills is the priority rather than just assisting with specific tests or homework.





# Recommendation: Define the Identity and Purpose of Learning Centers - Continued

- When students require pull out services for an academic area, it is important to determine criteria for skill building to access the general education curriculum.
- If the students have mastered the goals in their IEP and are independent in the general educational classroom, they should not need the services from the Learning Center staff. It is important that IEPs do not continue to support students with test taking and homework as a guided study hall. That is a general education service.
- The district needs to continue to provide professional development on all new curriculum materials. In addition to the new core curricular materials, supplemental programs for specially-designed instruction should be explored in the areas of: Writing programs to supplement the ARC program, behavior management in the classroom, spiral math programs to supplement district math programs and modify Illustrative Math and increasing crafting minds professional development.



# Recommendation: Define the Identity and Purpose of Learning Centers - Continued

- The district should consider adding a Program Coordinator to oversee this work, as they have done with the other program supports in Reading. Not only should the program description be updated but the Program Coordinator should help to establish consistency on topics such as the role of the general education teacher, special educator, and paraprofessionals, who is modifying the curriculum. The administrator should look closely at the workload vs. caseload of students assigned to Learning Center Teachers and related service providers. In addition, the building level Team Chairperson, Principal and Assistant Principals should take an active role in the oversight of the Learning Centers.
- Learning Center is not a place. It is a service.



# Need: Refine Inclusion Service Delivery

- Schools have varying models of providing inclusion support. There isn't a clear understanding of co-teaching vs inclusion B grid services.
- General Education and Learning Center staff indicated that general education teachers would benefit from additional professional development on effective implementation of accommodations and a general understanding of the basic principles of some of the structured reading programs used to directly teach skills through an IEP.
- Interviews indicate that Learning Center paraprofessionals would benefit from additional time to consult with teachers, review weekly data, and plan for the next week.
- Although the district is working on developing a strong transition plan, staff and parents appear to become anxious when a student is moving between buildings to a new grade level and often request to increase services.



# Recommendation: Refine Inclusion Service Delivery

- Across all levels, there is an inconsistent approach to the provision of inclusion services. There was a very positive response from the majority of the staff interviewed to implement a collaborative model of instruction. It is crucial that the district define and make concrete action steps to define meaningful inclusion and how it is measured.
- Additional training should be provided to the Paraprofessionals as they support students in general education settings while accessing general education curriculum.



# Recommendation: Refine Inclusion Service Delivery - Continued

- In accordance with state and federal guidelines every district must ensure that they are not over servicing students. In Reading, it is important to define what is the specially designed instruction in the general education classroom. It is important to adjust staffing to meet students needs not to accommodate teaching schedules or the general education topic. As the district continues to review and refine programming for students on IEPs, a shift in staffing across buildings may be required to support students within their Least Restrictive Environment within their home school.
- As administrators are completing observations and evaluations of staff, it is important to ensure that IEP accommodations, modifications and direct instruction recommendations are being implemented with fidelity and that data is taken consistently.



# What you can expect this year...

- **Virtual Presentation for SEPAC/parents/community:**
  - Thursday December 7th @ 7pm
- **Staff training on new IEP throughout the 2023-2024 School Year**
- **Parent training on new IEP**
  - Spring 2024
- **Event Name: Raising Superpowered Middle Schoolers: How parents can help Tweens thrive socially and academically**
  - Event Date & Time: February 6, 2024 from 5:00-6:30pm VIRTUAL
- **Ongoing Office Hours for questions and concerns**



# Questions







# 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. Sarah Hardy, Assistant Superintendent for Learning and Teaching  
DATE: November 28, 2023  
RE: RPS Math Pathways Update

During the 11/30 School Committee meeting, we will present an update on Math Pathways by providing a review of the work of the Math Pathways Advisory Committee. A copy of the presentation can be found in the packet.

Thank you.

Fall 2023

# RPS Math Pathways Update

*"Now, more than ever, we see a critical need to offer all students a mathematics education that is designed to achieve equitable outcomes and that is rigorous and relevant for their futures."*

~Pam Burdman, Launch Years Initiative

# Overview of Presentation

- Understanding Math Pathways
- Review of Math Pathways Advisory Committee Tasks
  - Consolidating Research
  - Evaluating the RPS Math Pathways
  - Reviewing Sample Pathways
  - Analyzing Reading Math Trajectory Data
- Strategies to Improve RPS Math Pathways with Next Steps and Timeline

$$= \frac{p}{s}$$



$$C_1 = C_1(1 - r_1)$$

$$= \frac{k+2}{2} A$$

# What is a Math Pathway?

A Math Pathway is a series of courses in which courses build upon the content of previous courses. For example, if a student takes Algebra I, then Geometry, then Algebra II, that is a sequence that prepares students for a variety of math courses.

Well-developed mathematics pathways enable students to take different paths through the math curriculum, making math learning relevant to their programs of study and careers. Model pathways vary but often focus on algebra/calculus, statistics or data science/quantitative reasoning.

# Mathematics Vision Statement

In Reading Public Schools, students see themselves as problem solvers who continually grow as mathematicians. Our classrooms foster reasoning, collaboration, and curiosity within which students hold the ownership of the work (thinking, talking, and learning by doing) while they take risks, persevere, and communicate.

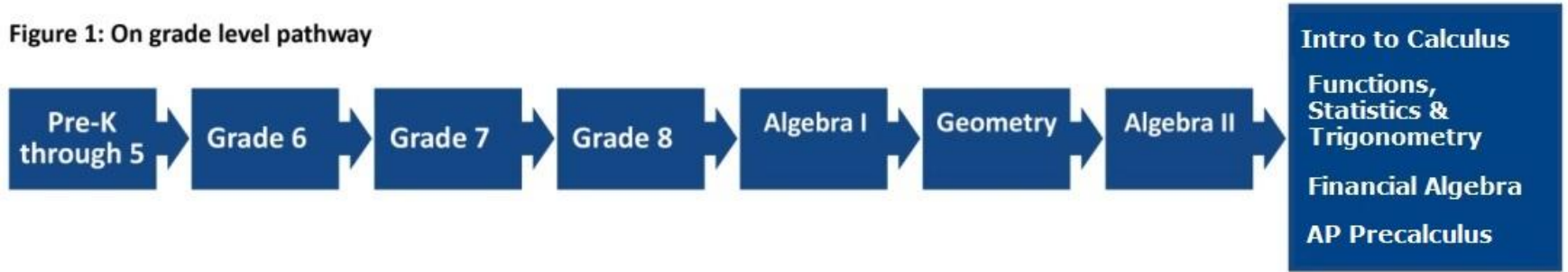
Educators foster productive struggle through real-world problems that engage students of every background and ability. RPS educators know that all students can achieve in mathematics, and we use ongoing assessments and inclusive practices to support access for all to set students up to find success.

# *As a district, we believe:*

- There should be multiple options for advanced coursework in math that align with students' postsecondary goals and don't require acceleration
- A student's math course trajectory shouldn't be determined at the end of 6th grade
- Conceptual development and student goals should inform when and if acceleration happens
- Students should be offered multiple points for acceleration (and viable options for deceleration)

# RPS On-Grade Math Pathway Aligned with the Massachusetts Mathematics Framework

Figure 1: On grade level pathway



# Accelerated Math Pathways

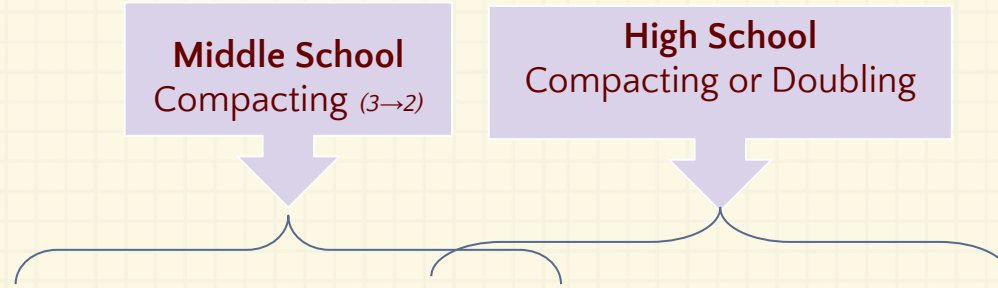
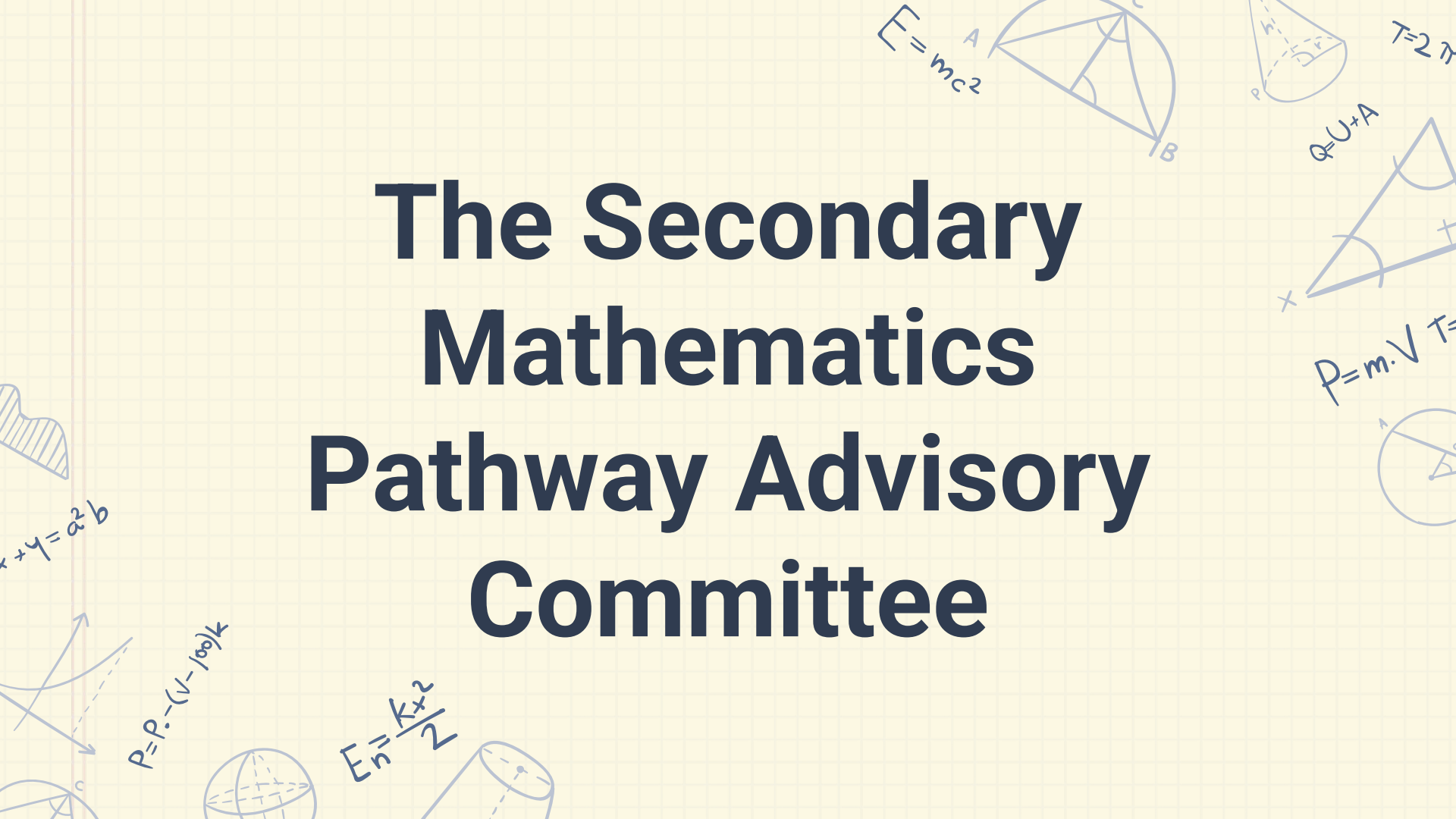


Figure 1: On grade level pathway





# The Secondary Mathematics Pathway Advisory Committee



# Thank You! Committee Members



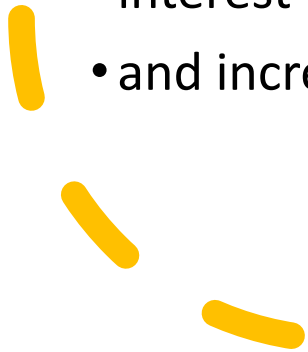
Allison Sillers  
Allyson Williams  
Alyssa Nelson  
Charles Smith  
Dan Moresco  
Jacek Wrobel  
Janelle Chiuve  
Joanne Manville  
Julia Bonarrigo  
Mary Anne Lynn  
Lana Montero

Lynna Williams  
Trey Skehan  
Peggy McElhinney  
Rochelle Rubino  
Roisin Moranian  
Sarah Hardy  
Sarah Marchant  
Sharon Finberg  
Stacey Shimkus  
Tom Milaschewski



# Committee Objectives:

Use current research, relevant data, and MA DESE recommendations to:

- examine the impact of middle school course placements determining the future ceilings of students within advanced math courses,
  - evaluate the discrepancy between student enrollment in advanced math courses vs. school demographics,
  - explore options for more advanced math course choices and interest-based options for juniors/seniors,
  - and increase opportunities for accessing various math courses.
- 

Over the course of meetings, the committee will summarize key findings and make recommendations to RPS District Leadership to ensure opportunities for access and success for all students in mathematics. Details of the committee's work will be presented to the school committee on November 30, 2023

# Committee Task 1: Consolidating Research and Reviewing Sample Pathways



The advisory committee reviewed and discussed articles related to math pathways. *Branching Out* was a key resource.

[Click here to see a list of all resources reviewed by the committee](#)

# Key Takeaways From Branching Out



- Create rigorous pathways that align with postsecondary policies and practices and accommodate a range of student aspirations;
- Implement instructional and support strategies that address uneven prior opportunities and damaged math student identities;
- Ensure that pathway options are communicated early, publicly, and clearly to all stakeholders; and
- Establish summer or semester courses to serve as bridges for students who choose to switch pathways.

# Research Summary

- High schools are trying to fit 4 years of math into 3 years to make room for calculus.
- There is no “silver bullet” that allows this to happen without a tradeoff.
- Leaders in the field of mathematics have philosophical differences about how and whether to accelerate
- Despite saying it is not required, some colleges look favorably on high school transcripts with calculus



# Notes from the Field

*“Middle School shouldn’t be the last opportunity for students to accelerate. The best time for students to accelerate is high school. Algebra 1 is a critical foundational course that cannot be rushed through. Accelerating through it—even with brightest students—is not advisable.”* ~Phil Daro, Lead Author of Math Common Core Standards

*“While there is an important role for calculus in secondary school, the ultimate goal of the K–12 mathematics curriculum should not be to get into and through a course of calculus by 12th grade, but to have established the mathematical foundation that will enable students to pursue whatever course of study interests them when they get to college.”* ~Position Statement of MAA and NCTM



# Notes from the Field

*“Many students will be working with big data sets. So, we haven’t adapted to help students in the most important job many people will do, which is to work with data sets in different ways. So, statistics is really important, as a course, but is under-played.”* ~Jo Boaler, professor of mathematics education at Stanford University

*“New surveys of college counselors working in competitive admissions find that the vast majority—93 percent—say calculus gives students an “edge” in the college application process. Almost 3 in 4 of those surveyed say that not taking the course narrows students’ options.”* ~Sarah Schwartz for Education Week

# Notes from the Field

*My own personal opinion is that there are few things more valuable in the modern world than “data fluency.” Yet, most high-school students are barely exposed to data. Only 10 percent of high school students take a statistics class — and even most statistics courses are primarily theoretical rather than requiring students to get their hands dirty with data.” ~ Steve Levitt, Economist, University of Chicago*

*“And for some students, if they can learn calculus in high school, it opens up more opportunities, summer internships and so on earlier in college, other course options and so forth. So to have more students be ready to access greater quantitative opportunities while they're in college, access to calculus in high school is very valuable.”*

*~Brian Conrad, director of undergraduate studies in mathematics at Stanford University*

# Reviewing Sample Pathways

- The committee reviewed a number of sample pathways to learn about alternative options for math pathways. Sample pathways offered examples of alternative math courses and different ways of expressing math pathways that included connections to college and career goals.
- Reviewing sample pathways also allowed the committee to provide feedback on important communication points with suggestions for improving current practices in RPS.
- Sample pathways were not reviewed as potential replacements (in their entirety). Instead they were used to build knowledge about alternative pathways and identify promising practices for application in RPS.

$$= \frac{p}{s}$$



$$C_1 = C_2 + (r_1 - r_2)$$

$$= \frac{k+2}{2}$$



# Committee Feedback on Sample Pathways

- State of Utah's pathways offer a variety of relevant math options including Intro to Stats, Medical Math, Mathematics Decision Making for Life, etc., but there were concerns that such courses didn't prepare students for post-secondary math coursework
- Integrated Math Courses in grades 9 and 10 or 9-11 is an approach worth exploring in future years
- Pathways to Calculus in high school were limited compared to what RMHS offers

$$= \frac{p}{s}$$



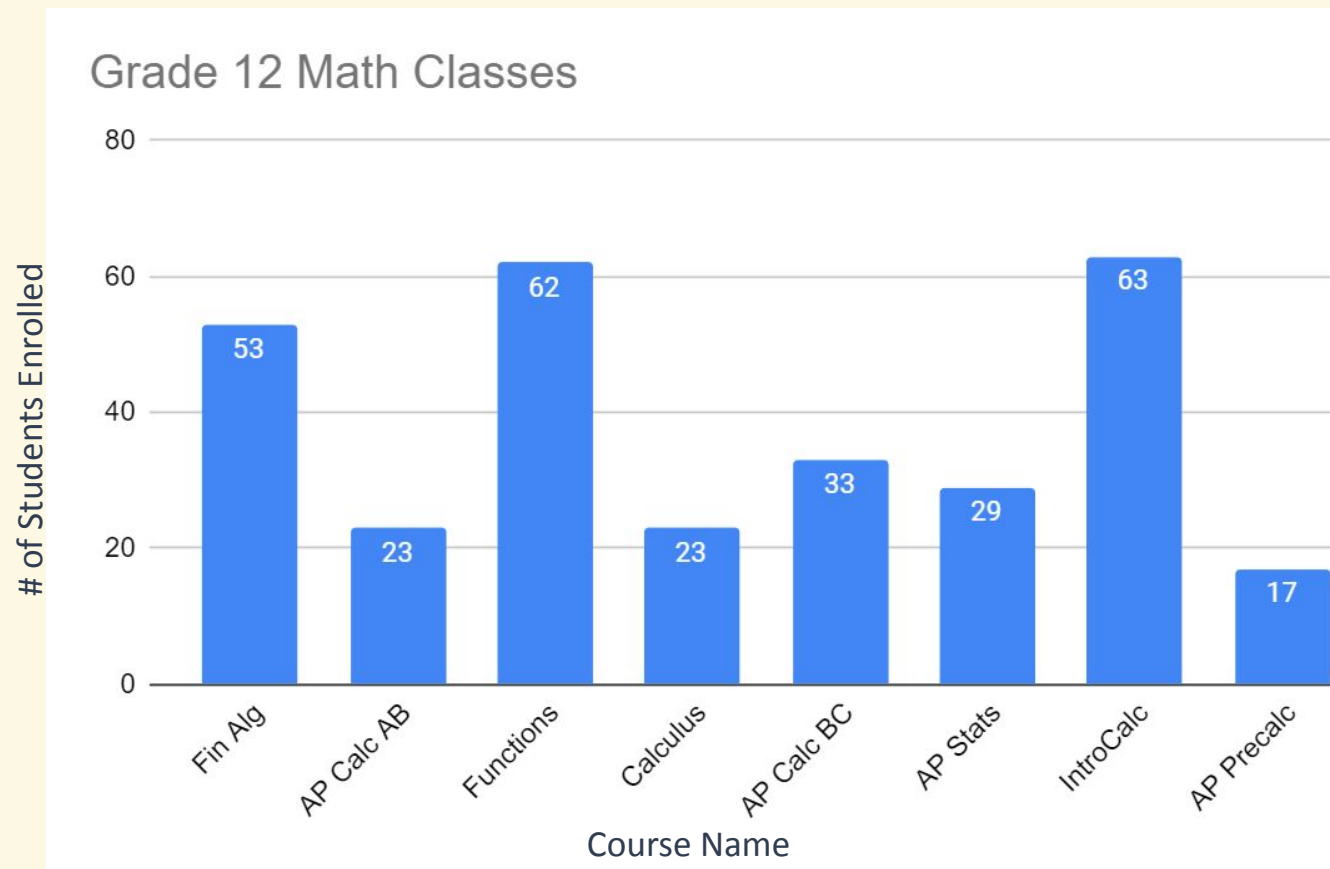
A hand-drawn diagram of a cone in perspective, showing the circular base and the pointed top.
$$C = C_1 + C_2 + \dots$$

$$= \frac{k+2}{2}$$



# Committee Task 2: Reviewing Reading Data

# Math courses taken by current Grade 12 students\*



\*RMHS, 2023-2024 The data represents the majority of RMHS seniors. (9 students were enrolled in other math courses for extenuating reasons.)

# Demographic breakdown of students in AP math courses, current Grade 12 students

	AP Calculus / Statistics courses	Overall Grade 12 demographics
<b>African American/Black</b>	1.4%	4.5%
<b>Hispanic/Latino</b>	1.4%	3.1%
<b>Asian</b>	14.3%	6.6%
<b>White</b>	80.0%	84.8%
<b>Students with disabilities</b>	1.4%	16.9%

Includes current grade 12 students who are enrolled in an AP course for the current school year, or who completed an AP course previously

# Demographic breakdown of students in Financial Algebra, current Grade 12 students

	Financial algebra	Overall Grade 12 demographics
<b>African American/Black</b>	13.2%	4.5%
<b>Hispanic/Latino</b>	5.7%	3.1%
<b>Asian</b>	0.0%	6.6%
<b>White</b>	77.4%	84.8%
<b>Students with disabilities</b>	54.7%	16.9%

Includes current grade 12 students who are currently enrolled in Financial Algebra (n=53)

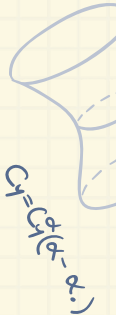


# Committee Feedback on RPS Data

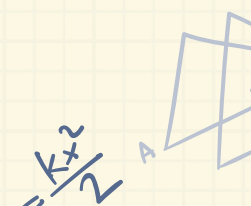
RPS data shows disparities in math outcomes for the following groups:

- Students with disabilities
- African American/Black students
- Hispanic students

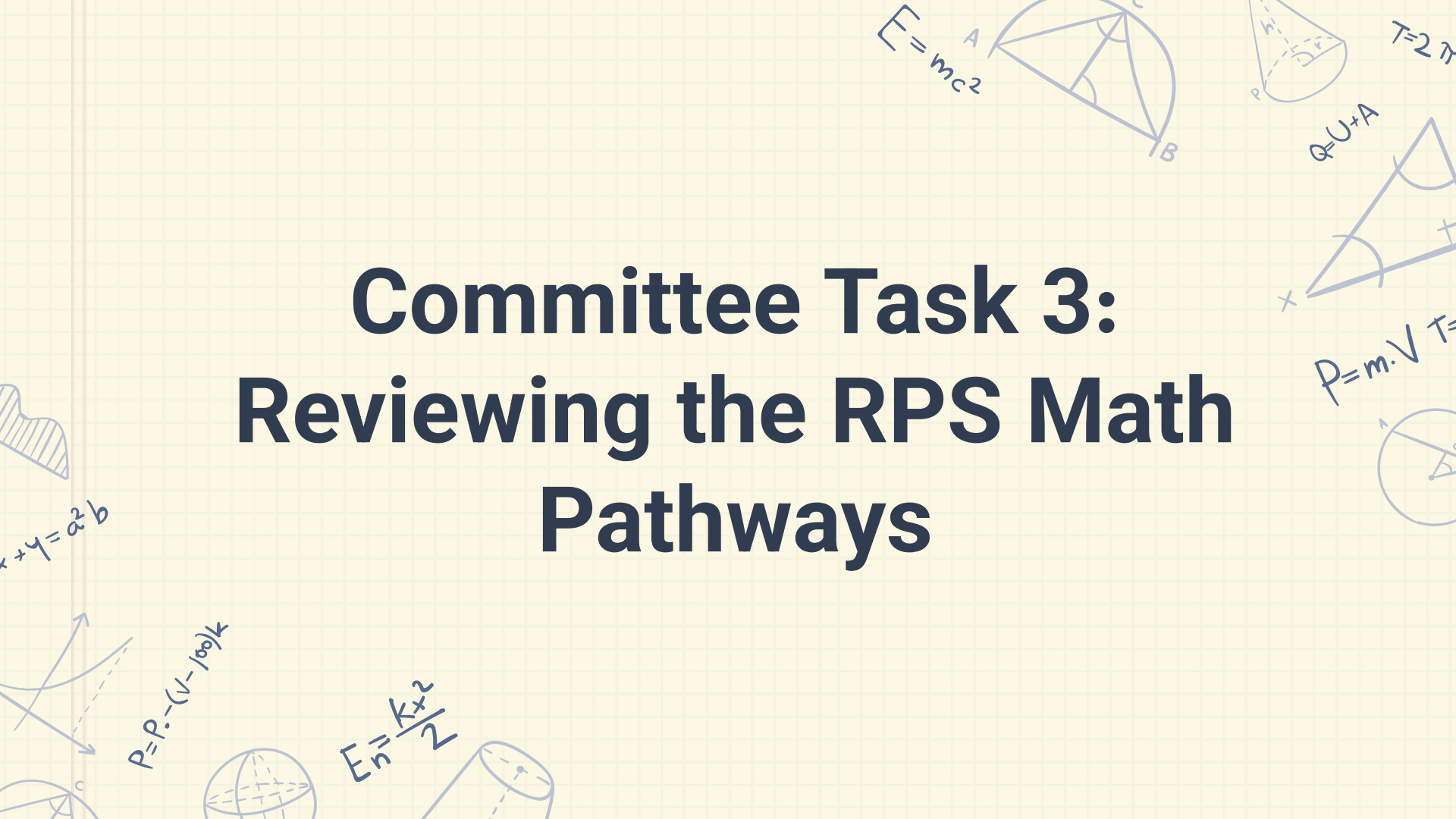
The committee indicated the importance of data transparency, understanding the reasons behind disparities, and exploring ways to enhance inclusivity and flexibility in the math pathways



$\frac{8}{13}$

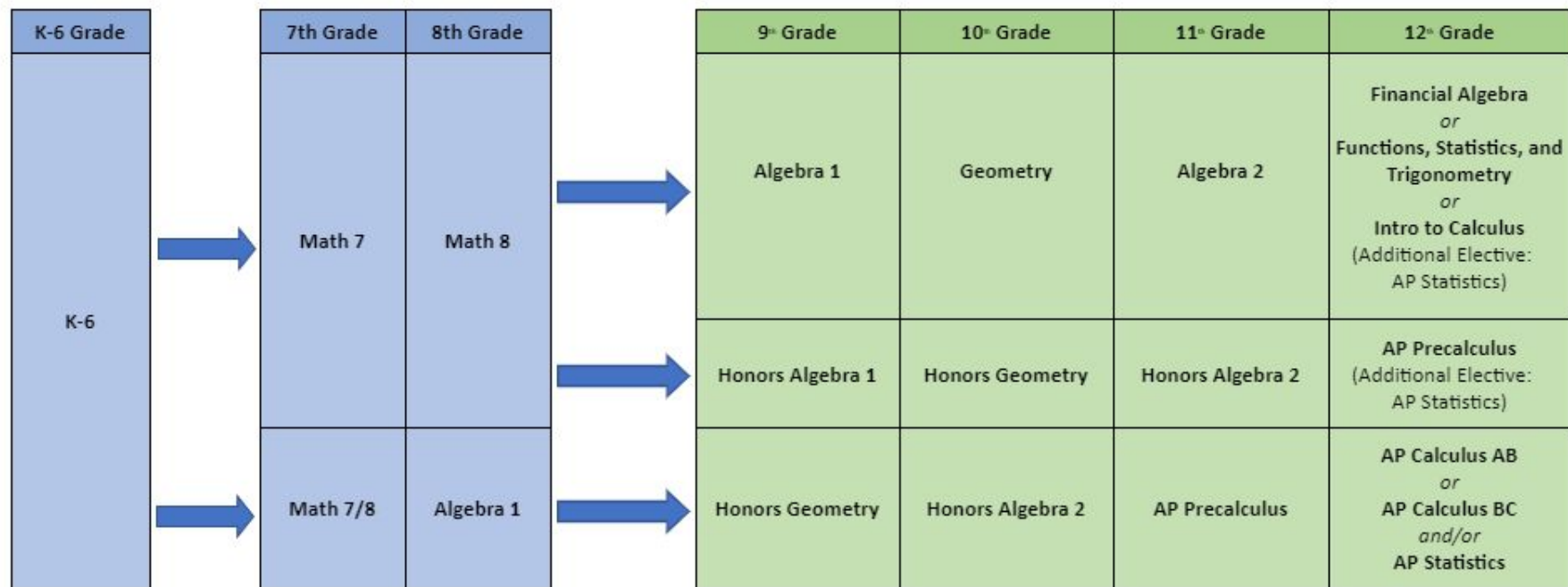


# Committee Task 3: Reviewing the RPS Math Pathways



## RPS K - 12 Math Pathways

### Suggested Pathways



## Optional Acceleration Pathways at RMHS

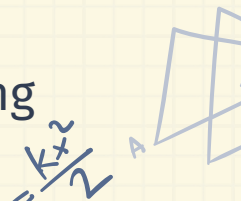
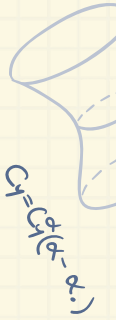
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Honors Algebra 1 or Algebra 1	Honors Geometry <i>or</i> Geometry	Honors Algebra 2 <i>or</i> Algebra 2 <i>AND</i> Honors Analytic Trigonometry (one semester)	Calculus <i>and/or</i> AP Statistics
Honors Algebra 1	Geometry <i>and</i> Honors Algebra 2	AP Precalculus	AP Calculus AB <i>or</i> AP Calculus BC <i>and/or</i> AP Statistics
Honors Algebra 1	Honors Algebra 2	AP Precalculus	AP Calculus AB <i>or</i> AP Calculus BC <i>and/or</i> AP Statistics

Summer Geometry

# Committee Feedback on RPS Math Pathway

- On-Grade Math Pathway course options need to support student goals, providing a strong foundation for continued success in math in college and career
- All RPS math courses need to be rigorous and provide students the opportunity to advance their mathematical skills and knowledge in meaningful ways
- Student enrollment in AP math courses by African American/Black and Hispanic students should be increased to reflect overall enrollment percentages
- Students with Disabilities should be supported to take challenging math courses

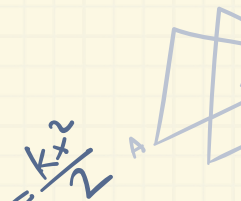
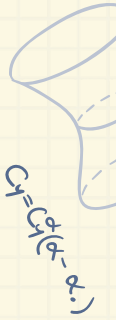
$\frac{p}{s}$



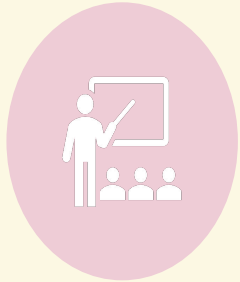
# Committee Feedback on RPS Math Pathway

- Access to acceleration points should be available to all students who are interested in pursuing an accelerated math pathway
- While the current pathways offer numerous points for acceleration, they are not being leveraged by students and need to be improved.
- Students and families need clear communication about acceleration options.

$\frac{p}{s}$



# Challenges with our Current Math Pathways



Middle school course placements determining the future ceilings of students within advanced math courses



Current high school acceleration options are not appealing to students and not accessible to all students



Students enrolled in advanced math courses does not reflect school demographics



Limited Senior Courses that match post-secondary goals and aspirations

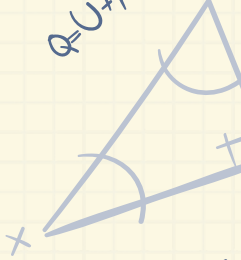
# Next Steps for RPS Math Pathways

$$E=mc^2$$



$$T=2\pi$$

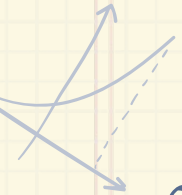
$$Q=U+A$$



$$P=m \cdot V \cdot T$$



$$x+y=a^2b$$



$$P=P_0 \cdot (1 - 100/k)^t$$



$$E_n = \frac{kx^2}{2}$$





# Strategies to Improve Math Pathways

1. Improve Systems and Structure that Support Student Success in Math
2. Increase Options for Middle School Acceleration in Math
3. Refine Grade 12 Course Selection for On-Grade Pathway
4. Improve Supports for Current Acceleration Points in High School
5. Intentionally Support Students with Disabilities, Students of Color and Hispanic Students Along the Math Pathway
6. Improve Communication about Math Pathways with Students and Families

The following slides outline action steps associated with each strategy.

- Some of the next steps will be implemented during the current school year.
- Some next steps will be implemented in the 24/25 school year and will require the development of working groups to create implementation plans to accomplish
- Items for further exploration are also noted

# Strategy 1: Improve Systems and Structure that Support Student Success in Math

Problem(s) this addresses: MS acceleration determines student's ceiling in math; some student groups are not equally represented in the most advanced math classes

Suggested Change	Details	Timeframe
At the middle school level, increase the time students spend in math class or engaged in math learning and practice	Middle school teachers indicated more time spent on math instruction and/or math practice would support all students in progress in the curriculum. Building strong foundational math skills in MS is essential for students to meet with success in any math pathway; Middle schools leaders will explore lengthening daily math courses or utilizing other blocks of time to supplement and extend math instruction	2024-25 School Year
Initiate a Middle School Math Curriculum review for grades 7 and 8	Staff feedback reflects interest in exploring a new core curricular resource that may better support student math development in the two critical years before high school. A curriculum review will also allow a team to map out MS math content, better supporting planning for acceleration options and to ensure instructional methods and content are culturally responsive.	Winter/ Spring 2024
Re-establish a Math Lab at RMHS to provide students with drop in help for math	High school math teachers assert the extra support offered by the math lab is essential to the success of students in all pathways. The math pathways advisory committee also acknowledged the importance of well placed supports to allow students to push themselves in a pathway.	Pilot Winter/ Spring 2024

# Strategy 2: Increase Options for Middle School Acceleration in Math

Problem(s) this addresses: MS acceleration determines student's ceiling in math; some student groups are not equally represented in the most advanced math classes

Suggested Change	Details	Timeframe
As part of the selection process for grade 7 acceleration, establish a score range below the typical cut off and for those students talk directly with the students and families about acceleration experiences and allow the students and families to decide	We anticipate that <i>Illustrative Math</i> , the new high-quality math program used in kindergarten through grade 6, will produce more students who are prepared to accelerate in grade 7. We want to make sure we are not limiting student options with restrictive gatekeeping, while still ensuring students who accelerate have the mathematical foundation required to meet with success in advanced course work.	Spring 2024
Explore an alternative acceleration point in 8th grade to replace or supplement the current option (summer work with end of summer assessment)	Currently, most students who accelerate in MS do so in grade 7. However, some students want to accelerate in grade 8. The current acceleration option of summer work paired with an assessment, creates inequitable access. A working group will be formed to explore a grade 8 acceleration option that would not require outside tutoring by families to access.	2024-25 School Year

# Strategy 3: Refine Grade 12 Course Selection for On-Grade Pathway

Problem(s) this addresses: HS students need more choices aligned with college and career goals

Suggested Change	Details	Timeframe
Change CP Introduction to Calculus to CP Precalculus	Precalculus allows students to spend more time learning advanced algebra which supports success in calculus in college; without CP Precalculus there is no option for students who start the year in AP Precalculus and decide to “drop down”	Spring 2024
Change CP Functions, Statistics, and Trigonometry to CP Statistics and Trigonometry	Students’ future college and career goals would be better served by a course that provides a deeper study of statistics and trigonometry. It will better meet the needs of students who desire a course after Algebra 2 but will benefit from an introductory statistics course, such as humanities majors.	Spring 2024

# Strategy 4: Improve Supports for Current Acceleration Points in High School

Problem(s) this addresses: Some student groups are not equally represented in the most advanced math classes; HS students need more choices aligned with college and career goals; High school acceleration options are not appealing to students and not accessible to all students who are interested in accelerating

<b>Suggested Change</b>	<b>Details about the Problem</b>	<b>Timeframe</b>
Offer a Summer Geometry Course at RMHS for students who want to accelerate in grade 10	Taking a Geometry Course in the summer between grades 9 and 10 offers a pathway to acceleration. For some students who are ready to accelerate in grade 10, this could be a better option than taking two math classes in grade 10. In its present form, students enroll in pre-approved summer Geometry courses offered outside of RPS and the option is only utilized by a small number of students. It does not offer equitable access to the summer acceleration point. To enroll in Summer Geometry students would be required to have done well in high school Algebra I.	Summer 2024
Explore an integrated path that condenses Algebra I, Geometry and Algebra II into 2 years	A full year of geometry may not be required for some advanced math students. An integrated model for strong math students might be a way to eliminate other high school acceleration options.	TBD

# Strategy 5: Intentionally Support Students with Disabilities, Students of Color and Hispanic Students Along the Math Pathway

Problem(s) this addresses: Some student groups are not equally represented in the most advanced math classes

Suggested Change	Details	Timeframe
At each acceleration point, look for students in demographic groups that don't typically accelerate who might be able to be pushed and pair those students with additional resources supporting acceleration	Barriers created by existing structures and staff perceptions may lead to fewer recommendations to accelerate for students of color, Hispanic students, and students with disabilities. Students with different backgrounds or learning styles may not be seen as ready to accelerate because they need some additional support to get started. A working group will be formed to identify supports and systems for implementing those supports.	Spring 2024
Explore a Partnership with <a href="#">the Calculus Project</a>	Students of color are not proportionally represented in AP math courses or in accelerated pathways. Support and mentorship can help students meet with success in rigorous pathways leading an increased number of students of color taking AP or accelerated math courses.	2024-25 School Year

# Strategy 6: Improve Communication about Math Pathways with Students and Families

Problem(s) this addresses: MS acceleration determines student's ceiling in math; some student groups are not equally represented in the most advanced math classes; HS students need more choices aligned with college and career goals

<b>Suggested Change</b>	<b>Details</b>	<b>Timeframe</b>
At the middle school level, include an evening event (hybrid and recorded) for families to learn about the math pathway and the options available to students throughout their middle school and high school years	While families currently receive clear communication about the acceleration process in middle school, they would benefit from learning more about future options for acceleration and the courses offered in the on-grade level pathway.	Spring 2024
Include information about how pathways support varied college and career paths	Additional information about the math courses aligned with particular career paths will aid students and families in course selection and when considering acceleration options.	Spring 2024

# Strategy 6 cont.: Improve Communication about Math Pathways with Students and Families

Problem(s) this addresses: MS acceleration determines student's ceiling in math; some student groups are not equally represented in the most advanced math classes; HS students need more choices aligned with college and career goals

Suggested Change	Details about the Problem	Timeframe
Ensure communication outlines the rigor in current high school math classes, including what students learn in each class and how students are challenged in classes	Families may rely on word of mouth to learn about math courses. Having the most up-to-date and accurate information about course content and expectations will support decision making about course selection for students and families	Spring 2024
Communicate clearly about the ways to accelerate and change pathways, including the advantages and drawbacks associated with each choice	Students and families may not have a clear understanding of the acceleration points available to them and how to access them	Spring 2024



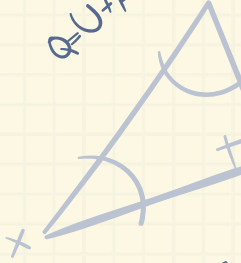
**Thank you to our the  
members of our Math  
Pathways Advisory  
Committee**

$$E=mc^2$$



$$T=2\pi$$

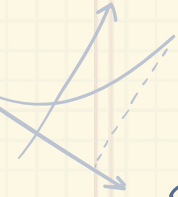
$$Q=U+A$$



$$P=m \cdot V \cdot T$$



$$x+y=a^2b$$



$$P=P \cdot (V-100)/k$$

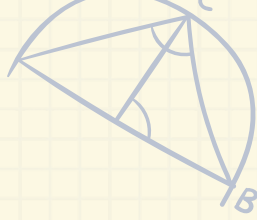


$$E_n = \frac{kx^2}{2}$$



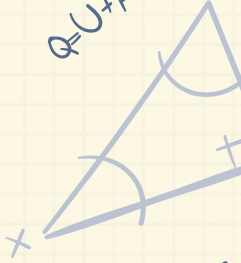
# Appendix: Additional Information and Resources

$$E=mc^2$$



$$T=2\pi$$

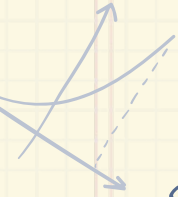
$$Q=U+A$$



$$P=m \cdot V \quad T=$$



$$x+y=a^2b$$



$$P=P_0 \cdot (1 - 100/k)^k$$



$$E_n = \frac{kx^2}{2}$$



# Math Pathways

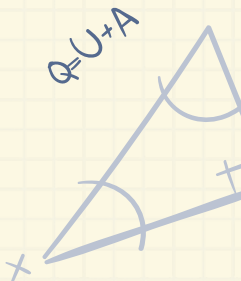
Objective: Math Pathways provide students with more equitable access to a foundational core curriculum and increase opportunities to pursue directions of interest.

This is not a curricular program to adopt or an approach to teaching and learning. Rather, pathways articulate a structure from which all students have access to rigorous and relevant Mathematics that prepare for future study in Mathematics and develop tools to engage as active members of a democratic society.

*Slide adapted from MA DESE*



$$E_n = \frac{Kx^2}{2}$$



$$E = mc^2$$

# Math Pathways

Purpose: The 2017 Math Curriculum Frameworks signaled a shift towards fostering Math learning that is more relevant to students and emphasizes practices for Mathematical thinking.

This shift necessitates a meaningful approach to rethinking:

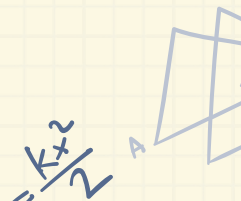
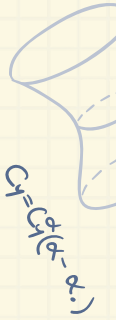
- *What courses are taught and when?*
- *Which students are enrolled in which courses?*
- *Who decides the student schedule? When do students/families inform these decisions?*

Slide adapted from MA DESE

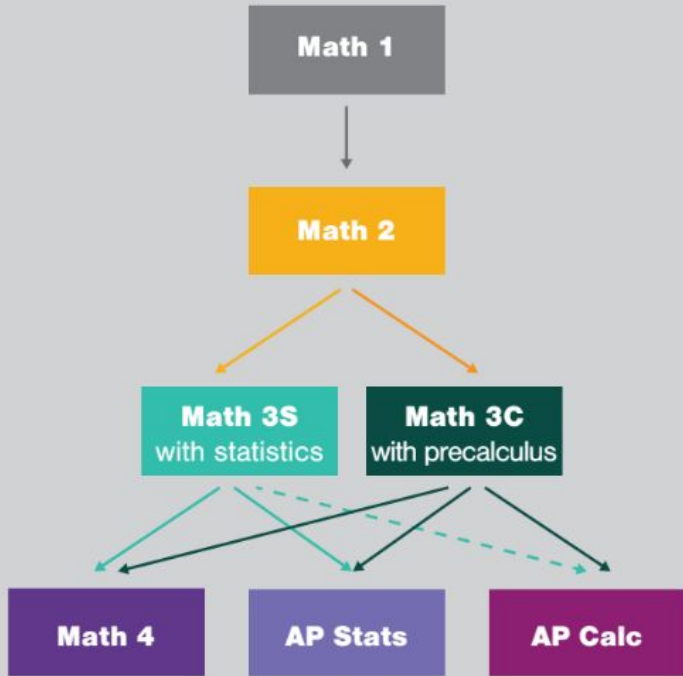
# Sample Math Pathways Reviewed by Committee

The focus of the review of sample math pathways was through the lens of equity, flexibility, coherence, rigor, and relevance.

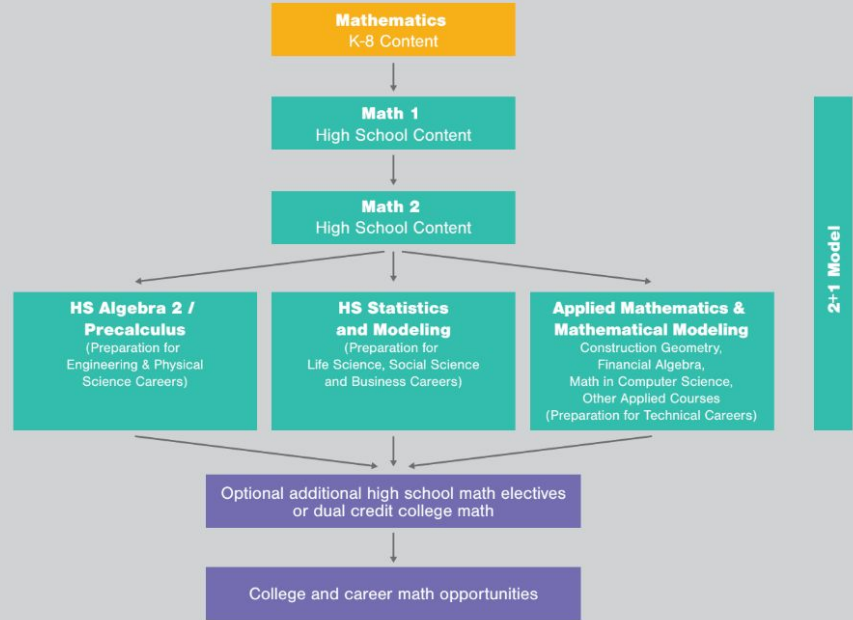
$$= \frac{p}{m}$$



# Escondido Unified School District Student Decision Chart



# Oregon Department of Education Proposed 2+1 Course Model



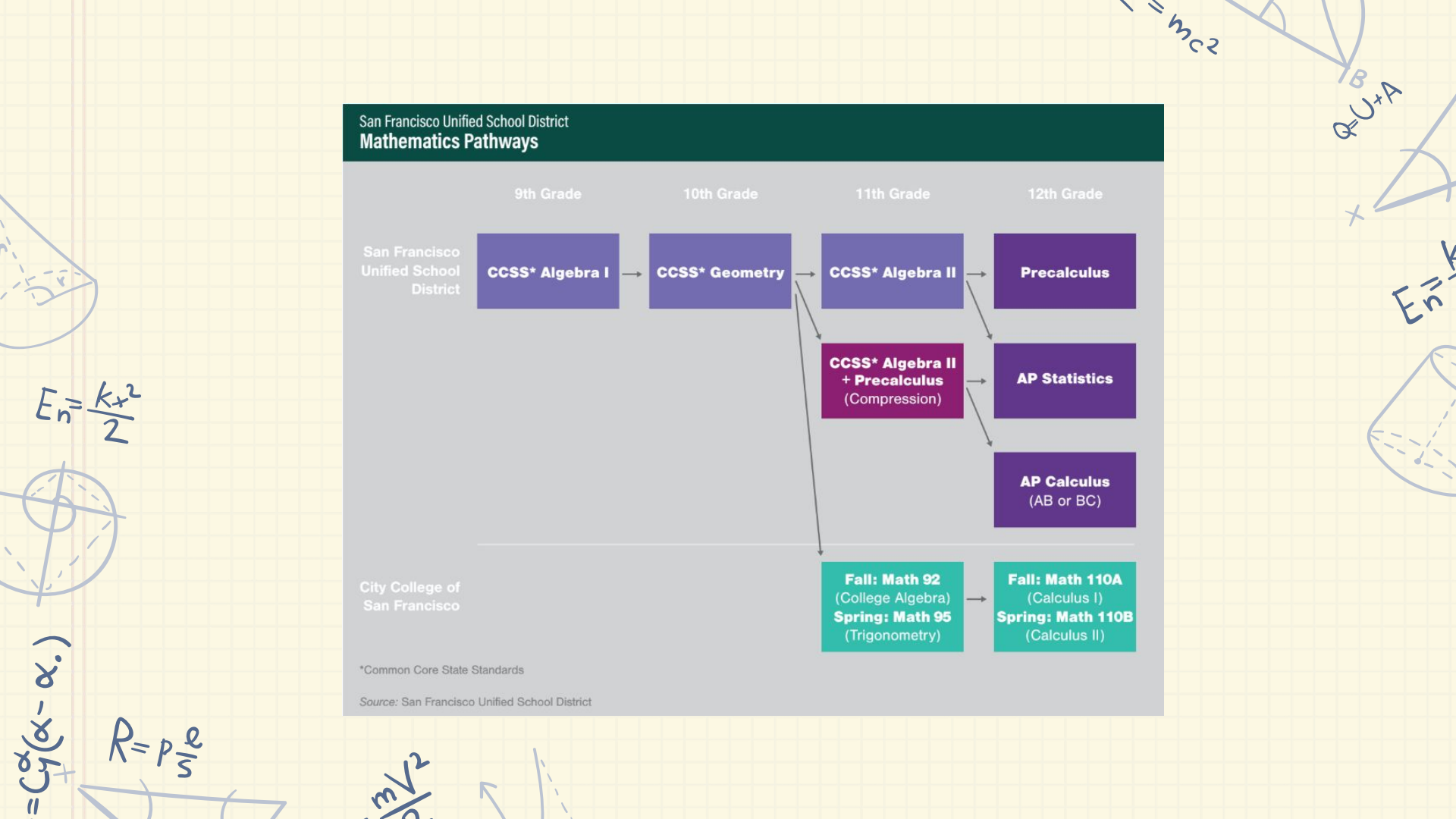
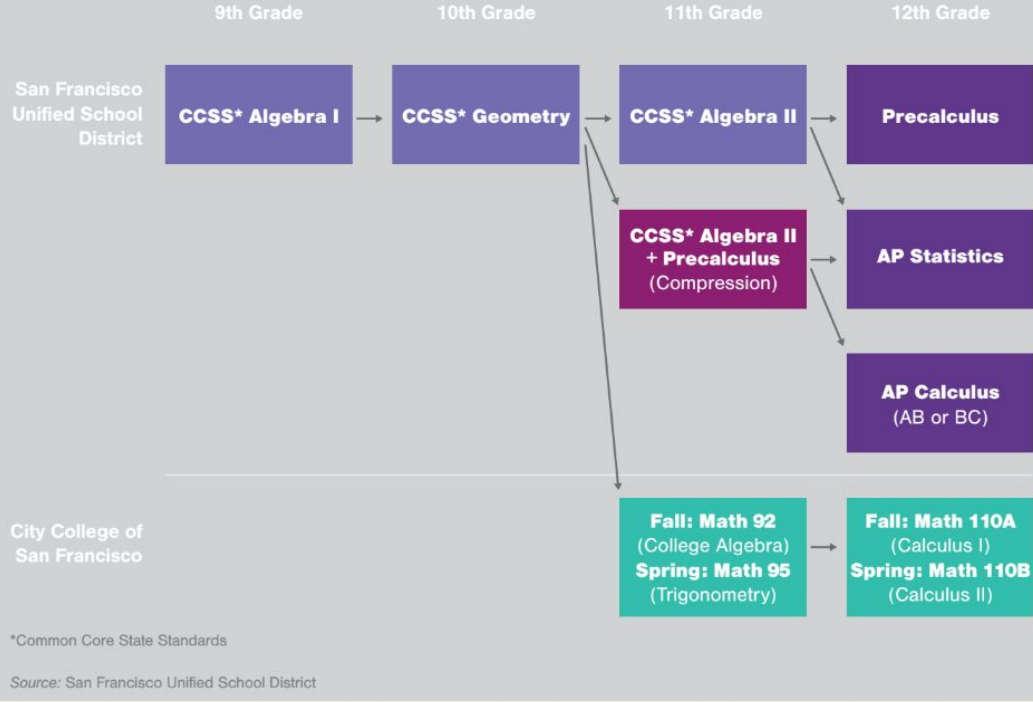
Source: Oregon Department of Education

Handwritten notes on the left side of the page include:  
 $= C_1(\alpha) +$   
 $R = p \frac{e}{s}$   
 $\frac{m}{p} \sqrt{2}$

Handwritten notes at the top right include:  
 $= mc^2$

Handwritten notes on the right side include:  
 $E_n = K$   
 A diagram of a cylinder with a dashed line representing its height.

San Francisco Unified School District  
**Mathematics Pathways**



# Utah High School Mathematics Graduation Pathways

The Utah High School Mathematics Graduation Pathways shows the different progressions available to high school students as they register for classes. It shows several paths for not only being ready to meet the QL requirement in college, but possibly satisfying the requirement while still in high school.

## Alternative Selections

(Prerequisite: Secondary Math II)

Alternate courses meet graduation requirements but are not sufficient to meet post-secondary requirements.

- Introductory Statistics
- Mathematical Decision Making for Life
- Modern Math
- Math of Personal Finance
- Computer Programming
- Accounting
- Medical Math

## Additional Courses

(Prerequisite: Secondary Math III)

- Math 1010
- College Prep Math
- Pre-Calculus\*
- Calculus

*These courses do not provide QL Credit*

## Foundation Courses

### Secondary Math I

- Linear and Exponential Functions
- Congruence
- Descriptive Statistics

CHOICE

### Secondary Math II

- Quadratic Functions
- Similarity
- Right Angle Trigonometry
- Conditional Probability

CHOICE

### Secondary Math III

- Polynomial, Rational, and Radical Functions
- Trigonometry
- Logarithms
- Data Collection and Analysis

CHOICE

## Extended Topics\*

*Includes Foundation Course Material*

### Secondary Math I Plus

- Matrices
- Vectors

### Secondary Math II Plus

- Depth in Complex Numbers
- Trigonometric Identities
- Conic Sections

### Secondary Math III Plus

- Composition of Functions
- Inverse Functions / Trig Functions
- Polar Coordinates
- Arithmetic and Geometric Series

Quantitative Reasoning	Statistics	College Algebra & Trigonometry	Calculus
Math 1030	Math 1040 OR AP Statistics	Math 1050 and Math 1060 OR AP Pre-Calculus	AP Calculus AB OR AP Calculus BC OR Math 1210/1220
College Mathematics Credit (Prerequisite: Secondary Math III)			College Mathematics Credit (Prerequisite: Pre-Calculus*)

\* Taking all three Extended courses is equivalent to taking Pre-Calculus

Which Math Course is Right for you?

[bit.ly/UT-Math](https://bit.ly/UT-Math)



# Link to Math Pathway Resources reviewed by committee.

## Math Pathways Resources

Reports/Papers	Initials of Persons Reading the Source
<a href="#">Catalyzing Change Executive Summary</a> National Council of Teachers of Mathematics (NCTM). 2018.	MAL
Daro, P., & Asturias, H. (2019, October). <a href="#">Report: Branching Out: Designing High School Math Pathways for Equity</a>   <i>Just Equations</i> . Justequations.org.	Stacey
Huffaker, E., Novicoff, S., & Dee, T. S. (2023, March 20). <a href="#">Ahead of the Game? Course-Taking Patterns under a Math Pathways Reform</a> . Edworkingpapers.com. <a href="https://edworkingpapers.com/ai23-734">https://edworkingpapers.com/ai23-734</a>	PM JM JW
<a href="#">Launch Years: A New Vision for the Transition from High School to Postsecondary Mathematics</a> . 2020.	JM MAL
<a href="#">Access and Equity in Mathematics Education</a> A Position of the National Council of Teachers of	AS